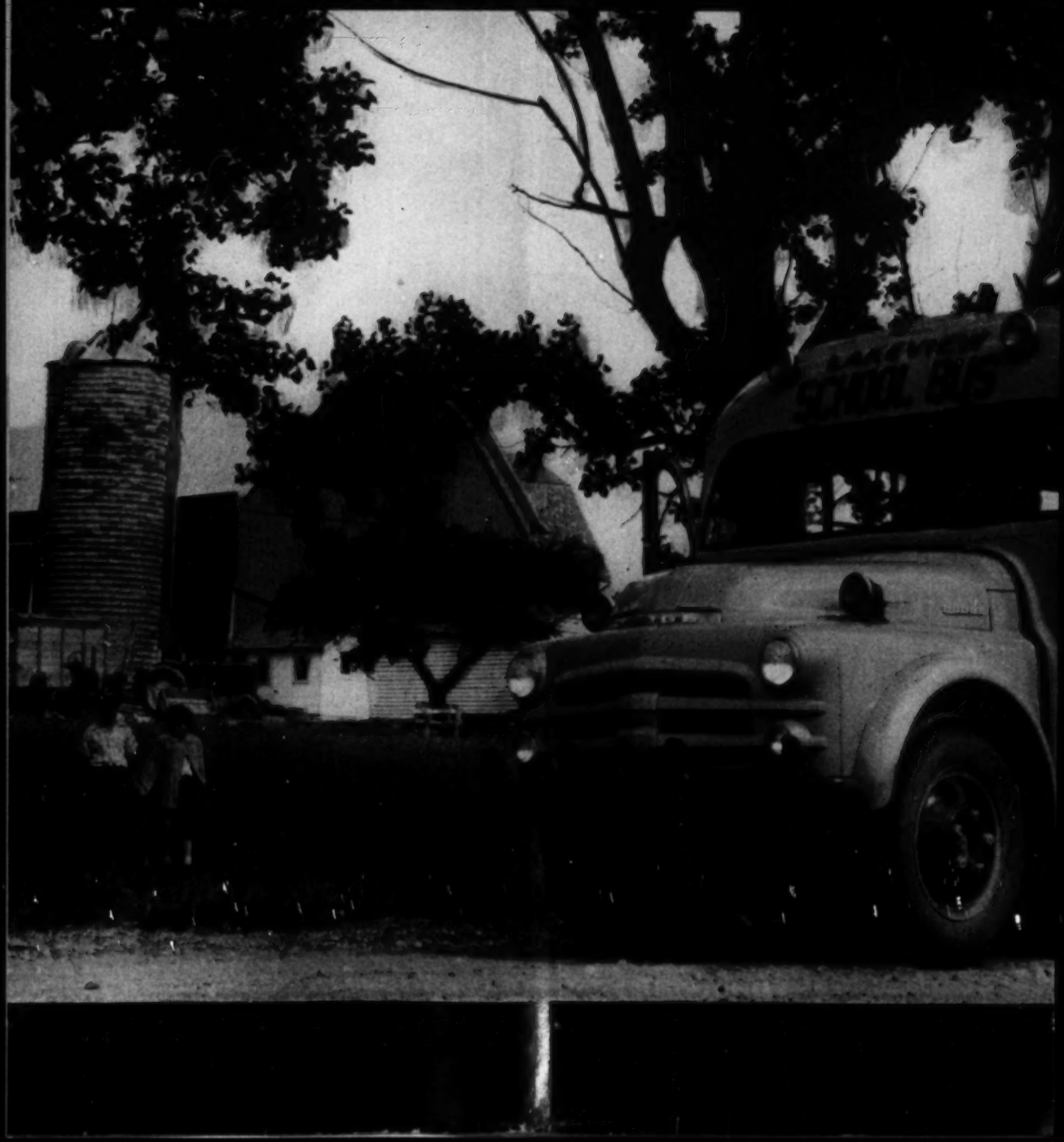
SAFETY

Two Sections · Section One



EDITOR'S NOTEBOOK

September is synonymous, all over America, with "back to school." Youngsters or adults, we bring to this month a sense of new beginnings . . . of unknown adventures ahead if we are students . . . of plans and programs for the year if we are teachers, administrators . . . or, in this case, editors.

Along with the schools, SAFETY EDUCATION Magazine now begins a new year . . . and begins it, just as yourself, with special plans for the months ahead. We plan to offer you, beginning with this issue, *more* articles, on *more specific* subjects, *more precisely* stated.

For example, you will find in this issue a thorough exploration of the what and how of a driver education course . . . intended for your thoughtful study as you prepare semester class schedules. You'll find another story on safety in the school print shop, still another on how regular fire drills may help to prevent panic in an emergency. These, and all other articles in this issue, are intended as help to you from the pens of various safety experts. All represent the kind of features we hope to bring you throughout 1953-54.

But we hope principally to inject more of *you* and *your* ideas into future copies of SAFETY EDUCATION. To facilitate this we begin, this issue, a monthly forum on paper. Starting on page 20 you'll find a round table of opinions from experienced school teachers nationwide on one important subject . . . the first safety lesson to be taught to first graders. In future months our forums will answer other precise questions of safety education, with each question discussed by a panel of experts from various schools of the country. We hope that these panels, and any other magazine material with which you may agree or disagree, will stimulate you to letterwriting. For still another of our plans is a "Letters to the Editor Column," where you will voice your opinions fully and freely.

Is there a subject you'd like to see discussed on these pages? Write us. Are there statements in this issue with which you disagree? Write us. Do you know of a school safety project others would be interested in reading about? Write us. It is only through such constant criticism and cooperation from our readers that SAFETY EDUCATION can become what it intends to be . . . of utmost assistance to *you* in *your* daily efforts for safety education.

Alice M. Carlson

ON OUR COVER: Two farm youngsters start back to school by school bus, as will more than 6,000,000 other public school children in the U.S. this month. This photo, taken through the windshield of a car which had stopped at a distance in front of the bus, is one of several by which Dodge Division of Chrysler Corporation indicated to motorists a few simple rules to observe in any state to prevent accidents to school buses or children who ride them.

SAFETY *Education*

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIII No. 1 Section One

Alice M. Carlson, Editor

C. H. Miller, Advertising Manager

CONTENTS for SEPTEMBER, 1953

Reg. U.S. Patent Office

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1789. Printed in the U.S.A. Subscription price $3.30 a year. Reduced prices for quantity orders.

Engrossed in a skill test for the 1953 Road-e-o, this teen-ager typifies the intense interest boys and girls of his age may have in driving techniques.

the What and How of Your High School

by: Maxwell Halsey

Executive Secretary
Michigan State Safety Commission

Before you open your classroom doors to a new group of driver education students this fall, re-examine your course program in line with the analysis presented on these pages. Maxwell Halsey . . . author of three books on traffic problems, including a forthcoming driver education textbook published by Scott-Foresman Co. . . . here explores what you can do to increase results from your instruction for safety on the highways.

THE consistent rise in traffic accidents and fatalities makes it especially appropriate to review again the "what" and "how" of high school driver education courses. In terms of possible consequences, the teaching of the young is a matter of grave responsibility. It is alarming to consider that perhaps the lives of many of our future citizens are being lost because we are not making as much improvement in our driver education courses as the fatality curve demands. This gives greater impetus to what we are trying to do. If analysis shows that a change in pattern of instruction is likely to save more lives, we should have the courage to override custom and habit to forcefully climb out of any ruts into which we have unconsciously fallen. We should not adhere to the original or current pattern of teaching driver education, if better ways can be found.

Some parents complain that, in our present day driver education classes, their children are being given too much on gear-shifting and parking and not enough on safety practices. Are they right . . . or are they wrong? Other parents

claim their children get too much theory; they need more behind-the-wheel instruction "in traffic." Can we afford it . . . or can we afford not to do it?

This article will undertake merely to present some of the major elements involved in driver education in the hope that "relationships" and "relative values" may be seen a little more clearly. If this presentation serves to stimulate high school driver education teachers and their administrators to be more analytical, and even more critical, about the courses now presented, it will have served a useful purpose.

An evaluation of courses had best begin by a brief analysis of various types of objectives of a driver education course:

Survival. No one . . . certainly not parents . . . will quarrel with placing as the number one objective the preservation of the life of the teen-ager receiving the instruction. Coupled with this aim is preventing the teen-aged driver from killing another motorist or pedestrian. Clearly *survival* should come first and all other objectives should be measured against it to see how much they contribute to it or how much time they take away from its attainment.

Convenience. The basic value of the automobile is its ability to conquer space more effectively than was done by the ox-cart or "Shanks' mare." Thus, learning how to drive efficiently in heavy traffic, and to win in spite of "Old Man Congestion," is important.

Smoothness. Using the accelerator and the brake pedal gradually, without making the passengers sway in their seats, is a social asset. Graceful driving gives assistance to economy and has some direct connection with safety.

Economy. This is an asset in any field, but as long as our country maintains a high standard of living, it seems apparent that car buyers will not select cars primarily on a basis of economy of operation. Economy is not of especially great importance to motorists.

Repair. "Every man his own mechanic" was at one time an important approach to the problem of driver education, but today few motorists attempt to make their own repairs . . . or even do their own maintenance. A working knowledge of mechanics of the automobile is of value, even if used only to determine when the car should be taken to the garage.

Courtesy. A courteous driver is likely to be a safe driver, and this extremely desirable human characteristic must be covered. But courtesy is not the sole responsibility of a course.

Civics. How to live in the automotive age and how to be a better citizen through being a better driver is important, but a little remote from direct safety.

General. This runs the gamut from the "history of transportation" to "how to buy a used car." A great deal of this material is quite collateral to the subject of safety. We should teach all of it to some extent, but its extent will be determined by the time available.

All of these objectives are important to a greater or lesser degree. *But our foremost objective must be to turn out the safest possible driver considering the time and resources at our command.*

A chief engineer of a car company can count the cars coming off the assembly line thus . . . "One-two-three-four; there's one that's going to be hit" . . . and his reaction is of an impersonal nature. But no high school driver education instructor can feel that way if he has to count off the year's graduates and say of its missing members: "Bill was the smoothest driver I ever taught, but he was run down last week," or "Too bad Jim isn't here. He was the most courteous driver we ever had, but he was killed in a three-car collision a year ago."

The destruction of material things is wasteful and appalling, but the loss of human lives . . . young and good lives . . . is tragedy indeed. This is not an appeal to cut out the frills of driver education. It is, instead, a plea to evaluate every facet of that subject to see how much it contributes to our main objective of direct safety.

Our next approach to the problem will be a brief analysis of the typical kinds of subject matter presented in driver-education courses. The more common are:

Law. A knowledge of printed rules and regulations is essential for a driver to get his license and to keep from being arrested. In most states the legal knowledge required to pass an examination could be mastered by a high school student in about two hours, by his reading a free booklet carrying such a title as "What Every Driver Must Know." A knowledge of the law necessary to keep from being

Driver Education Course

Your Driver Education Course . . .

Even though a car owner never repairs a car, a look under the hood should be of help in seeing the necessity for maintaining it in good condition. But how much time should be devoted to mechanics in the high school driver education course?

arrested . . . if you follow it . . . could be mastered in about an equal time.

A thorough knowledge of law is naturally a help to safe driving, but it does little or nothing to keep the legal driver from being killed by the violator. In most cases it may keep him from being arrested, but it is so loaded with generalities (such as "having due regard for conditions") that it gives him few positive directions for mastering specific situations.

As teachers of safe-driving courses we must foster a thorough understanding of the law; but we must look upon this as a very *small* beginning toward developing accident-free drivers. It is our job to bridge the gap between the generalities of the law and the practical knowledge that bitter experience teaches.

Mechanics. The whole area of how the spark plugs ignite the gas-and-air mixture in the cylinders, how the engine gets its power, how the transmission works, the differential, the braking system, the lighting system, etc., can be made very interesting and should be taught to pupils who are capable of understanding it.

Even though a car owner never, in his whole lifetime, repairs a car, a knowledge of how it works should be of help to him in seeing the necessity for maintaining it in a tip-top condition. Actual use of the safety equipment, especially brakes and lights, is closely related to safety.

Gear Shifting. With automatic transmissions coming on strongly, gear shifting no longer needs the emphasis it once did. However, this is a period of change and for some years hand-operated gear shifts will continue to be used. There may be a considerable gain in teaching safe driving (using the automatic gearshift) to a student who is not worried about how to shift gears smoothly. But supplementary instruction in hand-operated gear shifting may have to be given later in the course.

Parking. The ability to get in and out of a parking stall quickly, gracefully, and safely is an asset in driving. However, few serious accidents result from a weakness in this ability, because passing cars are usually going slowly.

Psycho-physical testing. This is important because it shows the surprising limitations of the human being in driving at relatively high speed in a traffic stream. Testing the mind and body must be tied closely to complex rather than simple driving situations and must be related to factors most important in accident involvement.

Practical driving situations. By far the most important of all subject matter as it relates to safety is the study of practical driving situations. This consists in presentation of the numerous situations which confront the driver out on streets and highways. These serve to translate law into interpretation, theory into practice, the general into the specific. They bring into focus much collateral information and make it meaningful. There are probably over 100 such situations which can be isolated into clear-cut presentations and be taught as cases. The number to be taught, of course, depends on the age and maturity of the students.

For example, these practical driving situations are concerned with . . .

- what a driver can do to become a traffic detective and deduce a potentially dangerous situation ahead in time to escape it
- what he can do to place his vehicle in the traffic stream so as to be less vulnerable to accident
- what "offensive steps" he can take to increase the chances of his course of action completing itself safely
- what "defensive steps" he can take to protect himself in an emergency situation
- what illegal maneuvers by others are most likely to cause trouble
- what combinations of circumstances build up to the most dangerous situations.

The mastery of practical driving situations of this sort should be more effective in preventing accidents than will the study of any other aspect of driver education. If "people learn by doing," this is the next best thing. In the study of these cases, with detailed drawings or mock-ups before him, the pupil is presented with the type of "doing" situation which he will have to face when he becomes a driver.

Attitude. This is one of the most important items of all. But it must be skillfully handled. Special efforts must be made to treat all pertinent subject matter so as to have a maximum effect on influencing attitudes in the right direction. The "atmosphere" should be such that improved attitudes will be "caught" by the student on his way through the course; the better the over-all course is, the better the chance for improving attitudes.

Judgment. This area, like Attitude, requires thoughtful treatment. In so many fields we educators have made the mistake of admonishing "use your head," "think," or "use your best judgment," while failing to train students in developing good judgment. A good driver education course can enlarge the individual's area of background knowledge and give him a better criteria for exercising judgment. In other words, we need to build with the pupils a code of values which will cover the field of skillful, courteous, safe driving.

Let us now discuss the relationships between our types of subject matter taught. We might arrange them in the following groupings:

Law **Driving Situations** **Practice Driving**	**Gear Shifting** **Mechanics** **Parking**	**Psycho-Physical Testing** **Attitudes** **Judgment**

The law must be taught because without it the individual could not get a license; even if he did, he would most likely be arrested for traffic violations. But we must go further than merely acquainting pupils with law. We must present practical driving situations and teach students what to do to keep from being hit by irresponsible and illegal drivers. Through practical driving situations and actual practice, driving students will gain experience and confidence they need. Gear shifting must be taught those who have access only to gearshift cars and who can't shift at all. Parking techniques should be taught to all to the extent there is time for it, but it is not really a major safe driving problem. Mechanics should be included according to individual needs. It may serve as an "interest catcher," for use in emergency breakdowns, and for its influence in encouraging good maintenance. Psycho-physi-

I have yet to see a boy or girl suffer from lack of training in algebra; but I have seen far too many suffer and die from lack of training in driving. So says . . .

Lt. Col. E. S. Burke

Deputy Director
Georgia Dept. of Public Safety
Supervisor of Safety Education

What Is Wrong

IF I should ask you if you are concerned about the future safety of your children and of the students in your charge, you would immediately answer, "Yes." And yet, last year in the United States, there was an 8 per cent increase in traffic deaths among the "under five years" group and a four per cent increase in the 15 to 24 age group.

Every year more and more of our small children are needlessly killed. The teenage driver continues to be a serious traffic problem.

One can't help dreading what the future may hold for these, our nation's future leaders. Will they live long enough to assume their responsibilities, or will the automobile rob them of life and certain freedoms they now enjoy?

These teenagers did not originate this grave traffic picture. We have allowed them to be born into it, and we are asking them to do something we have failed to do as adults . . . to drive and walk so as not to bring about the terrible death toll which has existed for so many years.

Some 15 years ago, the driver education program was established to educate our youth to driving dangers, to teach them the mechanics of safe driving. The program was found of real value. Yet it has not developed as fast as many of us had hoped it would. According to the Association of Casualty and Surety Companies, only two fifths of our nation's public schools now offer driver education and, since 1948, the rate of increase in number of schools now offering courses and in number of eligible students enrolled has become steadily lower.

The staggering number of young people injured and killed each year in motor vehicle accidents presents a challenge that must and can be met. Nine out of ten accidents could easily be prevented by universal observance of safe driving and walking rules. We must teach our young people that this means simply driving and walking without taking unnecessary chances . . . such as speeding, passing on hills and curves, ignoring traffic signs and regulations, and walking across streets between intersections. No one would be foolhardy enough to take such chances if they always resulted in an accident. But because the rules of safe driving and walking can be broken at times with no

Your Driver Education Course . . .

cal testing is an essential measuring technique which must be used to prove to each individual his own limitations. Attitudes and judgment must be considered during the instruction in every area of the course.

In undertaking to apply a firm attitude toward improvement of driver education, it may help to ask ourselves a few questions:

What would happen if, because of time limitations, the subject of mechanics were severely curtailed? A few persons in emergency breakdowns would have to wait a little longer for assistance. A small percent would not do their own maintenance as well. Another group would be remiss in seeing that their cars were properly maintained. One class interest factor would be lost. But, you may ask, are there not other "interest items" to take the place of mechanics? Would they not pay higher dividends? What minimum time and process could be used in teaching mechanics? Would assigned reading in this field be enough?

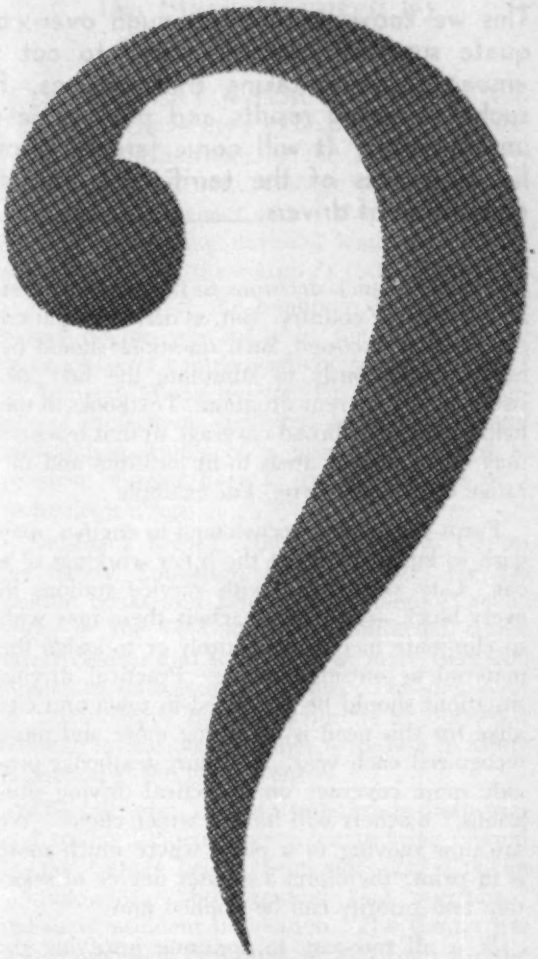
What would happen if gear shifting instructions were given up entirely? Could practice teachers and supervised practice areas suffice? Could a screening test be used and instructions given only to those who fail? Should automatic transmission drivers be eliminated? Would it

apparent ill effects, many people are lulled into disregarding them.

For the past four years, less than one-half of our high school students have been enrolled in a driver education course. Why could not more of these young people have taken this instruction? The importance of conserving human life and property cannot be overemphasized. Certainly it is the duty of every citizen . . . teacher, parent, and student . . . to make driver education an integral part of high school training.

In schools which have had driver education long enough to tell, records have proven that the accident rate in the trained group has been reduced by as much as 50 per cent. Surely driver education is one of our most effective methods of dealing with the traffic problem. And though the demands upon the teaching profession are great, teachers must realize their great responsibility to help these youngsters prepare for the future . . . to provide the proper guidance in driver education to save lives.

Parents, too, must familiarize themselves with the driver education program and its potentialities. It is difficult to teach a youngster something his parents do not understand and practice. As an officer, I have seen many teenagers die in automobile accidents. This has been anything but pleasant. Who was to blame for the deaths of these youngsters? Could *your* actions behind the wheel of *your* car have had anything to do with it?



With the Picture

be feasible to start all students out on automatic transmission cars and come back later to gear shifting after other aspects of driving have been mastered?

What would happen if parking instructions were eliminated entirely or drastically reduced? Would students be less safe drivers? Could a screening process be used to determine which pupils already possess the necessary skills?

Could most collateral subjects (such as automotive history and how to buy a used car) be reduced to an assigned reading basis? If so, should there be class discussion of materials read? Also, how can we insure that all pupils will have access to such related materials?

How much time should be squeezed out of indirect collateral safety topics, with the time saved applied to more direct safety subjects and more practice driving in traffic?

It is not possible to answer all these questions without considerable study. Nor is it possible

This we know; teachers, though over-worked and frequently without adequate support, have managed to cut teen-age disaster at least in half among students taking their courses. Few prevention programs can claim such heartening results and past achievement gives hope of even greater improvement. It will come largely through more intensive analysis and public awareness of the terrific job to be done in influencing a whole new generation of drivers.

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greater efficiency should make it possible for an average teacher to give good complete instruction (where behind-the-wheel instruction is used) to a larger number of students each semester.

Among more common methods of time saving and subject matter reorganization suggested are:

▶ Increased used of assigned reading, with discussion and examinations as a partial substitute for teacher explanation in areas where pupils can help themselves. Thus we gain time

to apply teacher-directed attention to areas which need more emphasis.

▶ Use of some form of student assistance in activities where no hazard is involved and where simple explanation and practice will suffice. This allows the teacher freedom for working with other groups of pupils. Students who already have a driver's license presumably could be of assistance with beginning groups. Of course, time must be allowed for the teacher

must cover all subject areas from direct safety, to indirect safety, to collateral items. All aspects of the subject must be presented in sufficient detail so that any part of it can stand on its own when used as assigned reading. The addition of specific driving situations to future textbooks will offer high school driver education instructors badly needed material for giving practical instruction. The potential dividends that this practical knowledge can pay should justify the apportioning of the major part of the available time to it.

Dr. Stack Honored By U. of Massachusetts

DR. HERBERT J. STACK, director of New York University's Center for Safety Education and Chairman of the National Safety Council School and College Conference of 1952-53, has received one of the first honorary degrees recognizing national leadership in the campaign to cut the country's traffic death toll.

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to arrive at quick decisions to fit all classes and all parts of the country. But, as driver education curricula is discussed, such questions should be raised continuously to stimulate the best answers for the current situation. Textbooks in the field should give broad coverage so that teachers may select subject areas to fit localities and the range of interest there. For example . . .

Farm youngsters, accustomed to engines, may wish to know all about the inner workings of a car. City youngsters, with service stations in every block, won't and teachers there may wish to eliminate mechanics entirely or to assign the material as outside reading. Practical driving situations should be presented in town and city alike for this need is becoming more and more recognized each year. As future textbooks provide more coverage on "practical driving situations," teachers will have a wider choice. We are now moving to a point where much more is in print; therefore, a greater degree of selection and priority can be applied now.

It is all too easy to continue justifying the old-time way of teaching the subject by such arguments as: The students like it; the teachers like it; the course should be broad and cultural. In many cases the fear of "leaving something out" or of reducing it to ineffectiveness has resulted in teachers trying to cover too many areas in too short a time. Something should be done. From some teachers today there are demands for a longer course; from others a request that some of the topics be reduced to "outside reading" or be dropped entirely.

It is important that the area to be taught and the time devoted to it be measured against accident prevention statistics to determine importance in the overall picture. Two examples will suffice. If a study of accident statistics has given reasonable proof that speed too fast for conditions has been directly responsible for almost half the deaths, a high proportion of the subject matter presented in the safe-driving class should deal with the subject of speed in traffic conditions. If 60-80 per cent of the drivers killed in traffic are killed in the country and not in the city, then open-highway driving should certainly receive a high priority over city driving in the selection of course subject matter.

In what ways can we best acquaint students with this body of knowledge, foster their development of effective driving skills, and achieve the over-all objectives outlined? We will not attempt here to delve into all the involved principles, theory and methods of how to teach. We will undertake to cover some of the elements which seem more worthy of attention, as well as those that appear to be gaining in popularity.

Let's start with the common assumptions that the curriculum is crowded, there are not enough teachers available, many of them have not had adequate preparation, the time for the course is restricted, and there are budgetary limitations. Now let's put down a few premises:

- We could certainly do a better job if more time were available for the course. Lengthening the time for the course will come when school authorities and parents become more conscious of the importance of the subject. As the number of present length courses are given more frequently to cover a high proportion of the flow of students through schools, more attention will be given to quality as well as quantity.

- If present courses are deemed too short, then a premium is placed on evaluating the subject matter and increasing the efficiency of the course so that better results are obtained.

- Methods of saving valuable teacher time are needed; the saved time must be applied to areas of instruction which have proven meritorious.

- More time savings, better material, and greater efficiency should make it possible for an average teacher to give good complete instruction (where behind-the-wheel instruction is used) to a larger number of students each semester.

Among more common methods of time saving and subject matter reorganization suggested are:

- Increased used of assigned reading, with discussion and examinations as a partial substitute for teacher explanation in areas where pupils can help themselves. Thus we gain time

to apply teacher-directed attention to areas which need more emphasis.

- Use of some form of student assistance in activities where no hazard is involved and where simple explanation and practice will suffice. This allows the teacher freedom for working with other groups of pupils. Students who already have a driver's license presumably could be of assistance with beginning groups. Of course, time must be allowed for the teacher to keep an adequate check on overall progress.
- Use of some type of screening test in which those who can shift gears and park reasonably well are either excused from instruction or assist in it.
- Increased use of standardized tests which can be corrected quickly by the instructor or, in some cases, by the students themselves.
- Use of practical driving situations to be taught by the "case method."
- Increased use of student participation in groups during discussion periods.
- Inclusion of problems students can work out independently.
- Class projects to increase interest and to share knowledge gained independently.
- Inclusion of analogies, episodes, comparisons and incidents to drive home points more effectively.
- Increased use of field trips to offices of traffic and safety officials, to junk yards (to identify types of accidents through study of wrecked cars), to street and highway locations where complicated or dangerous situations can develop, and to automotive dealers to look at new car exhibits.
- A substantial increase in subject matter and treatment as it applies to open highway driving, where most of the fatal accidents to drivers happen.
- Use of a multiple-car plan, in which an off-the-street area is used and one teacher can supervise as many as 12 cars.

Naturally, the good safe-driving textbook must cover all subject areas from direct safety, to indirect safety, to collateral items. All aspects of the subject must be presented in sufficient detail so that any part of it can stand on its own when used as assigned reading. The addition of specific driving situations to future textbooks will offer high school driver education instructors badly needed material for giving practical instruction. The potential dividends that this practical knowledge can pay should justify the apportioning of the major part of the available time to it.

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Presentation of the honorary doctor of education degree was made at the University of Massachusetts commencement program June 7 at Amherst, Massachusetts. Dr. Stack, an alumnus of the school, was cited as "a pioneer and outstanding leader of a program designed to conserve human lives as far as possible in a technological age. . . ."

Dr. Stack helped establish the NYU Center for Safety Education 15 years ago. He has written books and articles now standard references in the field and has conducted traffic safety courses and workshops in more than 200 American schools and colleges. The day after he was honored by Massachusetts he opened a five-day invitational summer workshop in safety education at the NYU Center.

The fall term, evening program in industrial and traffic accident prevention training offered by the Center begins September 21. Courses offered cover both general and specialized phases of accident prevention. The Center has also established 10 grants of $25 each for the academic year 1953-54, in memory of the late W. Graham Cole of the Metropolitan Life Insurance Company. Five of these grants will be made each term to promising students.

DR. HERBERT J. STACK

Their Future Is In Their Hands

. . . the print shop instructor should teach his students to guard them well.

by Lillian Stemp

Western Society of Engineers
American Society of Safety Engineers

MATT, at 17, could maneuver a lift truck skillfully. As he took extra precautions to keep a skid of books intact, the bindery foreman watched him. "If I need someone at a machine, that is the boy for me," he mused.

Several days later the foreman assigned Matt to a machine. The boy protested the move, reminding the foreman that he was only a vacation employee, would be returning to school in the fall. "Besides," he added, "I'd rather not work on machines."

The foreman learned then that Matt was studying for the priesthood. His hands were important to him in his career. He was unwilling to risk the chance that a machine might ruin his future.

Students in school print shops are also planning careers . . . perhaps as compositors, pressmen, or bindery craftsmen. Their hands are important to them. It is the responsibility of the printing instructor to teach his students to guard against accidents in the school shop . . . to guard well their hands. And if the students are taught to perform safely at school, chances are that they will carry these habits on to their prospective employments.

Students, just as employees in commercial print shops, handle skids, lifts of paper, type forms, chases, lead and slug cases, ink rollers, patching knives and other hand tools. Students, just as the commercial shop employees they hope to become, work on hand fed or automatic platens, hand or power paper cutters, linotypes, monotypes, automatic cylinder presses, folders, paper drills, composing room saws, and many other machines.

What can the printing instructor do to promote safety among these students? He can, first of all, become fully aware himself of the

importance of safety instruction. A few years ago Dr. Edward C. Estabrooke, now Education Director of the American School in Chicago, questioned 342 industrial arts and vocational industrial teachers from 203 school districts of Pennsylvania. He discovered that . . .

- only 49% of these teachers analyzed accident reports to eliminate further accidents . . .
- 50% of the teachers let students operate power machines after only routine instruction . . .
- only 13% of the teachers required the student to pass a written exam on safe operation of such machines . . .
- only 63% of the teachers made periodic shop inspections to insure safe conditions, and only 20% of those who did used a check list on the inspection tour . . .
- only 39% of the 342 teachers had printed or mimeographed lists of safety rules for their shops.

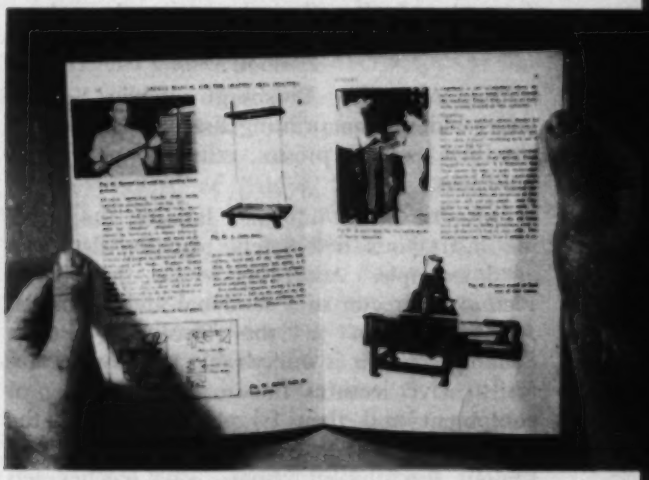
Once aware of the need for safety, the printing instructor must be sufficiently informed on safety himself. If his teacher training institution has not informed him sufficiently on safety instruction, he can get help elsewhere. The Education Council of the Graphic Arts Industry, Inc., Washington, D. C., and the National Safety Council recently jointly sponsored a "Safety Manual for the Graphic Arts Industry." Besides the general aspects of safety (fire, handling materials, machines, equipment and services) this manual contains specific composing room, platemaking, pressroom and bindery coverage. It also includes information on how to put safety to work in the print shop. Study and instructors' guides are to be prepared later.

A safety-minded print shop instructor will also investigate the specific hazards of the equipment in his shop. This is easy to do. It involves merely making a list of all the equipment in the shop, then writing to the manufacturer of each item for an instruction manual for that machine, plus an indication of the safety features on the particular piece of equipment.

Other sources of safety information for the school print shop instructor are the printing and publishing section of the National Safety Council, insurance companies, state departments of labor, various printing trade journals, printing trade associations and trade schools. The New York School of Printing, for example, has a booklet "Safety First" which gives special attention to the graphic arts. It contains specific instructions for safety in block engraving, bookbinding, hand and machine typesetting, make-up, newspaper presswork, photography, proof presswork, silk screen and stonework and impo-

Left: Jewelry should be removed before starting to work at a press. Below: Teach them to lift safely . . . with their legs, not with their backs.

This and photo on preceding page courtesy of Harold Cross, printing instructor, Fordson High School, Dearborn, Mich.; G. H. Silvius, professor and chairman Industrial Education, Wayne University, Detroit; G. Baysinger, associate professor, Industrial Education at Wayne, and R. M. Shields, superintendent of printing instruction, Detroit Public Schools and Wayne University.



Above: This two page spread from the Safety Manual for the Graphic Arts Industry shows the emphasis placed on photographs and other illustrations. Data in the manual will help the printing instructor and his students (just as the printing industry) to operate safely and instill safe working habits for the future. Study guides and instructor guides are to be prepared in the future.

Proper illumination is important to safety in the school print shop, as is evidenced by the before (upper) and after (lower) pictures shown here.

sition. Also, the Pittsburgh Public Schools safety bulletin on printing lists information on handling certain presses, stitching and other machines.

Once he's fully informed himself, the printing instructor's best safety teaching device is good example. According to Dr. Joseph W. Fleming, Director of Vocational and Industrial Arts Education in the Pittsburgh Public Schools: ". . . it is undesirable for any instructor to give lectures in the safe handling of equipment and then forget about it for the remainder of the year. It is one of those continuous teaching situations. The teacher sets an example by his own practices and it is not for him to say, 'I know how to handle this machine but don't you do what I am doing—you do as I say.' "

Young people generally need more continuous and a longer period of safety supervision than the adult. They must be taught the right way to do a job. It is also well to explain hazards so that they do not inadvertently expose themselves to injury. For example, placing hands on or leaning against machinery is unsafe practice. The press feeder who rested his hand on the frame of a press while washing up the press thought he was safe . . . because his hand was on the frame rather than any of the mechanism. He might have avoided injury, too, but he momentarily extended his little finger into the patch of the bed register gear. The finger was amputated.

Obviously, reaching into moving machinery is unsafe. So is removing and leaving off guards, starting a machine without making sure everyone is in the clear, distracting operators by sudden noise or conversation, and trying to operate machines when unauthorized to do so.

Students should be trained to assume responsibility for their personal safety. They should be taught good housekeeping practices, as keeping steps and platforms of machines clear of tools and other objects. They should be reminded that worn soles on shoes, loosely tied shoe strings, long, ragged trouser cuffs, jewelry, and loose clothing can each and all increase their chances of being hurt around a machine.

To keep from being injured on working surfaces, students should learn to use hand holds and rails provided, to walk rather than jump or run down steps of machines or stairs, and to avoid jumping from one platform to another or from machine to machine.

It is well for both the instructor and student to remember to keep aisles and other working areas clean and clear of foreign objects. This is especially true of skids and hand trucks. Equally important is the handling of such equipment, as is indicated elsewhere on this page.

Teach Students This About Hand Trucks

- **Always choose proper truck for the materials. Put small pieces in tote box. Keep properly balanced.**
- **Keep sharp lookout while pushing the truck, giving warning to others in the area. Keep your head up, your hands on rail.**
- **See that doorways, other narrow passageways allow ample clearance for your hands.**
- **See that truck is in good condition before using it. Keep the wheels oiled, check the rims, lifting mechanism, and the like.**
- **When you park the truck, leave the handle in upright position; never leave it on floor to cause tripping hazard.**

Janice Jones represented Twin Lakes School, receiving from Roy Rogers a golden replica of famous Trigger.

1953 Rogers Safety Award To Be Announced Soon

IN THE very near future . . . in a matter of weeks . . .cowboy star Roy Rogers will announce the names of the award winners in the Fifth Annual National Accident Prevention Program for Elementary Schools. This year, for the first time, these awards will include not only first, second and third place trophies, but also a merit certificate for each school submitting a campaign book for final consideration.

This summer the more than 9,000 entries in the fifth annual school safety contest were judged on a basis of overall creative excellence. Final participants then submitted campaign books summarizing all safety activities for the 1952-53 school year to the permanent judging committee. Dr. Wayne Hughes, Director of the School and College Division, National Safety Council, is a member of this committee, as are Roy Rogers; his co-star and wife, Dale Evans; Dr. Francis Bacon, professor of education at UCLA; and Cecil Zaun, supervisor of safety for the Los Angeles City Schools.

Bands, drum majorettes, and the entire town boosted safety when Twin Lakes Elementary School, Tampa, received the 1952 Rogers Award.

As a result of their deliberations, some time in the months ahead 1953's most safety minded American elementary school will replay events which occurred at Tampa, Florida, last April 28. That day Roy Rogers and his wife visited the southern city to present the Twin Lakes Elementary School its trophy for maintaining the best school safety program among more than 8,000 schools entered in the fourth annual, 1952, awards program.

Under the direction of Omar C. Mitchell, principal of the Twin Lakes School, and Mrs. Elizabeth Speight, festival director, state-wide interest had been aroused in Roy Rogers Safety Festival Day. A large crowd of adults as well as children attended the celebration on the 30-acre school grounds.

Representatives from other schools throughout the state were among those attending, and civic, fraternal and industrial organizations presented special safety exhibits and devices as part of the program. Climax of the day, however, was the moment when Rogers presented the first place trophy, a golden replica of his famous palomino stallion, Trigger, to Janice Jones, who received it for her school.

1. Grundy, the groundhog, stuck his head up out of the ground and the cold wind blew his ears flat against his head. He chattered, "Kinda chilly. Maybe I'd better wear my fur hat!"

2. He slipped his hat down over his ears, crawled up out of his house, His mother called out after him, "Before you cross the highway, remember to look both ways." But Grundy was already gone.

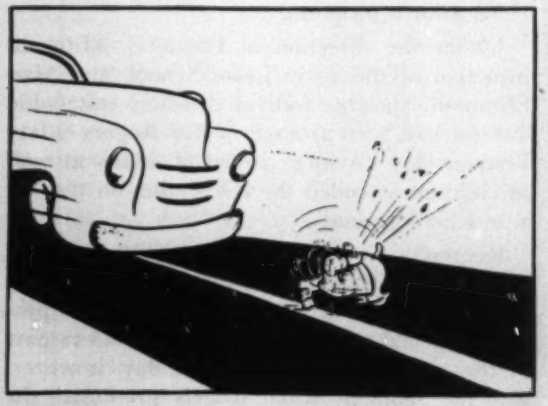
TV topics

Looking for an idea for a TV safety program in your town? Here's how one was worked out simply and easily last summer in Chicago.

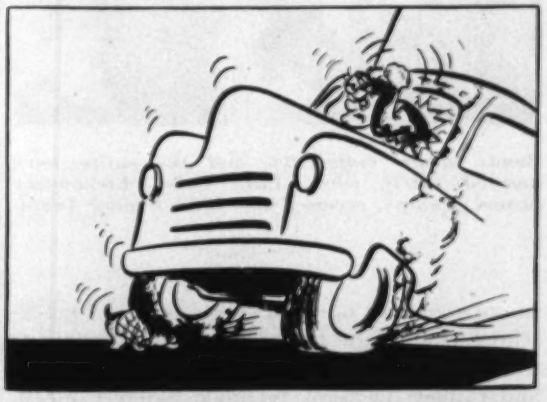
by Dan Thompson

Director of Radio and TV
National Safety Council

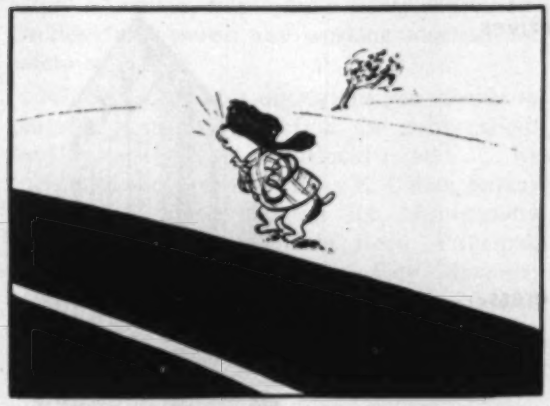
Suggestion to elementary teachers: Read the story of "Grundy the Groundhog" to your new students, as a preliminary lesson in crossing streets safely . . . and as an addition to the September Safety Lesson Units you'll find on pages 31 through 36 of this issue.



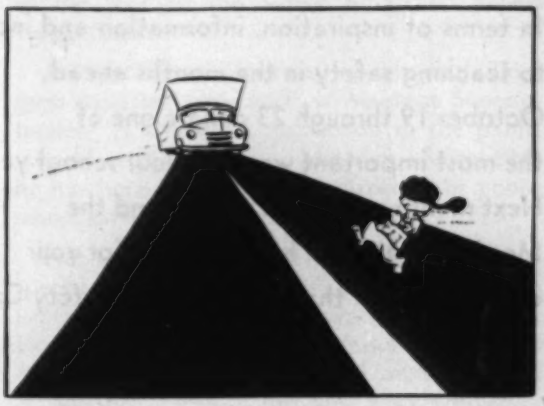
5. Grundy did what all groundhogs do when they're in trouble! He started digging . . . but the road was made of concrete . . . and poor Grundy couldn't even scratch the surface.



6. Then he heard the most gosh awful squealing as the truck slid to a stop . . . just three inches away from the fuzz on his fur hat. Grundy was saved! Boys and girls, don't be like little Grundy.



3. By the time he reached the highway, the wind was blowing very hard, and he had his hat pulled down so far only his snout stuck out. Then, instead of pulling up his hat to look both ways, he just raised his snout into the air and sniffed.

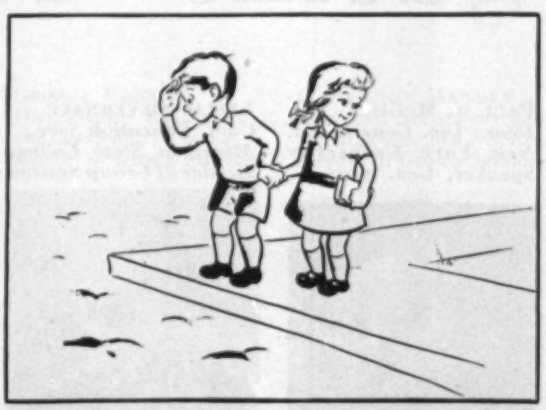


4. Since he didn't smell a car, he dashed out into the highway. When he was halfway across, he felt the highway tremble and he knew a truck was coming. He threw back his fur hat and looked up. There it was. Almost on top of him.

SUPPOSE the TV station in your town is quite willing to give school or PTA people time for safety programs. How can you use this time most effectively to, first, capture the interest of your audience . . . of the children and their parents . . . and, second, keep the channel interested in granting further free time?

Study the pictures on this page. They constitute the complete sequence of one TV safety story presented last summer in Chicago. And they demonstrate that simple illustrations of simple stories or fables may be a most effective way to sell safety to children over TV.

Back in February, the National Safety Council released a 90-second radio story entitled "Grundy, the Groundhog." Frazier Thomas of Personality Features, Inc., had one of his artists dress up the story as you see it here, using black and white card illustrations, one idea to a card, for flashing in front of the TV cameras. While the cards were shown the story of Grundy was told just as indicated below the pictures . . . and Grundy the Groundhog became the first of a series of telecast stories in a safety campaign on the "Garfield Goose" program over station WBBM-TV, Chicago.



7. Don't just sniff for cars. You'll be much smarter to look and listen for cars . . . and you'll be safer, too. Remember what the National Safety Council says . . . let your eyes cross the street, then follow safely with your feet.

"Grundy" in TV form is, of course, a copyrighted property. But similar stories might be prepared for use in your community, over local channels. For ideas applicable in your town, turn to the planning guide of the Council's monthly mailing "Operation Safety." As you already know, copy for spots shown there can and should be ordered directly from the Council by the radio or TV station. But why not use these scripts yourself as springboards to both short and longer programs developed by and for your own young people?

Where do you begin? In the high school journalism and/or art classes. Pick a committee of talented students. Get them together to discuss the script, how it can be adapted for local use, how it can be broken down into "picture ideas." Let two or three of the young people visit the TV studio, find out for themselves what kind of art is necessary for telecast. Then have them work out the illustration as a class project. Meanwhile, let other students develop additional scripts for use before and after the picture. This script might include interview of high school young people by their fellows or a studio newscaster, a salute to the school safety patrol, a round table on personal responsibility for safety, practical demonstration of right and wrong ways to be safe at home . . . any one of a number of auxiliary and interesting subjects.

In terms of inspiration, information and incentives to teaching safety in the months ahead, October 19 through 23 can be one of the most important weeks in your school year. Next month come to Chicago and the Morrison Hotel . . . headquarters for your own sessions of the 41st National Safety Congress.

Come To

DOES reduction in accident rate constitute a valid measure of a school's safety program?

How can dynamic interest in safe living be developed to offset the desire for a thrill which appears in the teens?

How much laboratory work should be provided in teaching safety?

Already your answers to the questions above are, no doubt, on the tip of your tongue. But do you know how other safety educators would answer these same queries? Would their answers agree with yours? Or have they, out of varied experiences, garnered other answers, answers which you might want to discuss with them, try out in your own city school?

For all of these answers . . . for the inspiration and information that await you . . . come to the 41st National Safety Congress in Chicago the week of October 19 through 23.

"Improving Safety Education" is the theme of this year's School and College Meetings. And this year, for the first time, an entirely new type of program has been set up, to meet the needs of all persons attending the Congress.

The first three days of the Congress have been planned as a unit of four general meetings and three meetings each of seven (small) interest groups. Ideally, you will want to attend each of the general meetings and all three meetings of one of the interest groups. But persons wishing to attend just one of any of the sessions may do so.

Each of these special interest groups will develop one phase of the overall theme of improving safety education. For example, you may choose to discuss familiarity with the basic principles of safety education. Or, instead, you might prefer to discover the possibilities of using accurate accident reports, of evaluating the school's program in safety education, or of stimulating interest in safety. Meanwhile, others will discuss using successful techniques of

PAUL A. MCGHEE
Dean, Div. General Ed.
New York University
Speaker, Gen. Session

LESLIE SILVERNALE
Cont. Education Serv.
Michigan State College
Leader of Group Session

safety education, employing a safety charter for children and youth, and working together for safety education.

Whichever group's discussions you decide to participate in, you will find the deliberations lead by an educator of national repute . . . by such men and women as Eliza E. Callas, Supervisor of Safety Education for Montgomery County, Maryland; Thelma Reed, Principal, William Volker School, Kansas City, Missouri; George Farkas, Director of Physical Health and Safety Education in the Indianapolis Public Schools; Paul E. Landis, State Supervisor of Health, Physical Education and Safety in the Ohio State Department of Education; C. Benton Manley, Director of Secondary Education in the Springfield Public Schools; and Leslie R. Silvernale, Coordinator of Driver Education and Continuing Education Service at Michigan State College.

Pointing the way to these specific discussions, at the first general session on Monday, October 19, D. Willard Zahn will speak on "How to Improve Safety Education" and Arthur W. Gilbert will outline the purpose and plan of the special interest groups. Zenas R. Clark, Administrative Assistant of Public Schools in Wilmington, Delaware, will preside over this session.

Mr. Zahn is Associate Superintendent of the Philadelphia Public Schools and has been active in the past on the Safety Education Supervisors Section.

Center of all School and College meetings of the 1953 National Safety Congress: Hotel Morrison.

Arthur Gilbert, Chairman of this year's Congress program committee, is Assistant Superintendent in charge of instruction in the public schools of Kansas City, Missouri. Since 1945 he has been responsible for direction of public school safety in these schools.

The three day unit of general sessions and special interest meetings will close at the fourth general session on Wednesday, presided over by Homer Allen, Assistant Professor of Physical Education for Men at Purdue University. Paul A. McGhee, Dean of the New York University Division of General Education, will be the featured speaker at this session, discussing "Can We Improve Safety Education?"

A member of the Board of Directors of the Greater New York Safety Council, Mr. McGhee is Chairman of the Advisory Committee of the Center for Safety Education at New York University.

George H. Reavis, Educational Consultant for Field Enterprises, Inc., will lead the audience in a discussion of Mr. McGhee's remarks.

On Thursday the conference will concentrate on driver education, vocational education, and school transportation. Speakers for these sessions . . . plus the names of outstanding school personalities who will preside over or take part in Tuesday's deliberations . . . will be announced in the October issue of this magazine.

The Congress!

GEORGE FARKAS
Dir., Safety Ed., Indianapolis Schools
Leader of Group Session

C. BENTON MANLEY
Director, Secondary Ed. Springfield, Mo., Schls.
Leader of Group Session

PAUL E. LANDIS
Sup. Health, Phys. Ed., Safety; Ohio Dept. Ed.
Leader of Group Session

ELIZA E. CALLAS
Prin. and Dir. of Saf. Ed. Montgomery Cty., Md.
Leader of Group Session

LET'S NOT PAN

WHEN a man is confronted with a serious emergency and thinks that his life depends upon the outcome, he either does some of the clearest thinking of his life and acts with unbelievable courage or he gets completely muddled and gives way to panic. Emergencies make heroes, but they cause panics too, because unfortunately more people give way to fear when confronted with a life or death situation than are able to follow a course of clearer reasoning.

When a crowd is confronted with a need for clear thinking, it is unfortunate that the well known American spirit of competition dominates, and instead of each trying to work out his own salvation or that of the group, the majority usually are seized with the erroneous belief that it is not enough to save themselves—it is a case of getting saved first. And this every-man-for-himself attitude turns a group of high minded, socially conscious people into a frenzied mob of beasts who become as primitive as man has ever been.

A woman fainted in a crowd in a meeting room on the second floor in a southern town. Someone called for water, but he cried out his request excitedly, and those who could not understand him thought he was warning of fire. Almost to a man, everyone began to rush for the narrow stairway leading to the only first floor exit from the building. That wouldn't have been so bad, but someone fell and everyone piled on top.

There was no fire—no one got burned—but more than fifty persons were killed in the rush.

Panic is a worse cause of death and injury than fires themselves and floods, hurricanes, or any of the other apparently primary causes of death and injury.

A man in Los Angeles ran around wildly with a child in his arms. He was moaning. It was obvious to everyone on the street that he didn't know where he was going or what he was doing. He ran up to a traffic policeman and said, "I can't do anything! I can't do anything!"

His child had been seriously burned in an accident in his home. Alone with the child when it happened, he was seized by blind panic, grabbed the child and ran out of doors. He had passed the homes of two doctors before he had reached the policeman.

IC!

by Frank Morrison

People stampede in a theater when someone cries "Fire!" But there are many instances where theater employees, and those in the audience, have led crowds to safety in cases of emergency when there might have been disaster. Those who have been able to control crowds are those who have been able to withhold knowledge of impending disaster or have been able to assure everyone that "everything will be all right;" But it is the quick decision of someone to take charge that is the deciding factor.

Do you remember watching on your television the newspaper fire that occurred on the floor of the Chicago Ampitheater during the 1952 Democratic National Convention? The man who grabbed a microphone and assured everyone that the fire was under control, probably saved many lives. Had someone else acted first and shouted "Fire," alarming everyone and encouraging them to scramble around for their lives, the outcome might have been disastrous.

The Coconut Grove night club tragedy in Boston and the Hartford, Connecticut circus holocaust are two examples of panic that could have been minimized if not avoided if someone could have controlled the group.

In contrast, Fred Peterson, who runs a theater in Chicago, discovered a fire just as an usher did too. While the usher became frantic and leaped up on a seat to shout "Fire!" the theater owner grabbed him, muzzled him, and said "I'll take care of this."

Then the calm and clear thinking Mr. Peterson went to the projection booth and had the film shut off. As the audience began its cat calls, Mr. Peterson announced that the electric power had just gone off in the building, and that if everyone would file out to the nearby automobile parking lot, their money would be refunded. The audience grumbled but made their way slowly through the exits—slowly and, in a way, reluctantly. Perhaps the possibility that the film might be resumed controlled the exodus.

It wasn't until all of them had assembled in the parking lot, that the manager announced the real cause of the interruption.

All of us can't be outstandingly clear thinkers in time of emergency, and even if we could the opportunity is rare when we can think of a way to control a vast throng of frightened people. And there just isn't any way to rehearse for leadership in a crisis.

But all of us—even children in school—can rehearse our individual parts for a possibility of a fire or other emergency, if we are gathered together in the same building under the same circumstances day after day. It isn't simply a matter of teaching everyone what to do—it is more a matter of having them actually do it enough times, so that when the emergency does come, and reaction is automatic, the habitual performance of the fire drill will prevent the more primitive kind of performance.

Alertness of teachers saved lives of pupils when a tornado struck Waco, Texas, last May. Teachers in this high school ordered pupils into interior halls minutes before roof dropped into rooms.

Forum on First

MRS. CATHERINE BERRY
Washington School
Omaha, Nebraska

First, I will teach children how to get from the school to their homes safely. I will help them make this adjustment by supplying many concrete learning situations in which they have direct participation. But first I want them to be aware of the need for safety.

Activities in which children may participate are:

Knowing the correct entrance to the school building and their classroom . . . so that they do not become "lost" later on.

Becoming acquainted with safety patrol officers and learning from them how to cooperate in the safety program.

Dramatizing safety rules at a nearby crossing, under direction of a patrol officer.

Learning more about the need for safety through films, songs and discussions. The children can then plan with the teacher certain rules of safety to follow throughout the year.

MISS NATALIE LLOYD
School 12, Elmora
Elizabeth, New Jersey

My first safety lesson this month will touch on three areas—the classroom, the school yard, and the busy crossing near the school.

In the classroom I will show the correct way to carry the heavy chairs we move so frequently. We will have a parade to practice this.

Next we will move to the school yard. We have a street behind it and, as we play ball there, we must learn to ask permission from a grown-up before we go int
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This month SAFETY EDUCATION asks a question of seven outstanding elementary school teachers. The question:

Early in September you will meet a new class of first grade children. What is the first and most fundamental safety lesson you will teach them? How will you go about teaching them this lesson?

Here are their answers . . . concise, to the point, based on previous schoolroom experience . . . and presented as suggestions for all elementary school teachers nationwide who this month find themselves faced with similar problems in safety instruction.

MRS. ROSEMARY BEYER
Hubbard Woods School
Winnetka, Illinois

First grade! Excited children coming to school . . . some for the first time, some walking alone for the first time . . . all happy to be that grown up. One of my first concerns is: how do these children come to school? Do they use, effectively, the proposed safe routes to school we have worked out with parents?

In one attempt to make children conscious of the situation, a first grade class took a walk around the neighborhood, noting all traffic helps. We found the Slow, Stop, and School Crossing signs; we noticed at which corner the policeman stood; we walked down to a busy intersection and watched the traffic lights, noting when the cars stopped and when pedestrians crossed.

Back in the classroom, we outlined on the floor with strips of adhesive tape various roadways and a railroad line. We made road signs of appropriate shapes, as well as a stop-and-go light (flashlight illuminated) to ease room traffic and to "protect" pedestrians. The safety discussions developed into an assembly program for mothers and other primary children. There we showed good safety practices in rhythmic form.

e street to retrieve a ball. Play
t's the way we'll get our prac-
s "safety self-control."

we will talk about the crossing
school. We have lights there,
iceman as well while pupils are
and going home from school.
ren must know how to follow
when the officer is not on duty.
this, I will use the very valu-
ically operated miniature traffic
principal has purchased.

Continued on next page

MISS DOROTHY DALE
Lincoln School
Lakewood, Ohio

Our school is located on a busy state highway. So safety to and from school is one of the first lessons needed by my six year olds. I began last fall by asking if the children had seen any safety helpers on their way to school. One boy had seen a policeman helping children across the street. A girl said a safety patrol boy told her when to cross. Almost everyone had something to tell about these school heroes. The class invited the school policeman and the president of our safety patrol to come talk to them.

The children then decided to have their own policeman and safety patrol members. We chalked streets on our floors, chose a policeman and three safety patrol members, and painted a maple syrup can to resemble a traffic light. The boys and girls wrote a play about a confused clown who had poor traffic manners until he met a patient policeman named Alexander. Songs were written.

I hadn't realized how seriously my children had taken both the know-how and know-why of traffic safety until one mother reported that her six year old had reprimanded two adult jay-walkers. He ended both lectures with: "From now on, you must cross the street at the traffic light. And I don't want to have to remind you again!"

MRS. LILLIAN GILLILAND
Britton Elementary School
Britton, Oklahoma

Some of the things I will discuss with my pupils during the first few days of school are:

Means of transportation to and from school. Some walk, some ride bicycles, and some are brought to school by parents.

Practices which should be observed in walking to and from school. I'll ask: Where do we cross the street? What should we do before stepping into the street? How much time should we allow ourselves for crossing the streets? Which side of the street should we walk on, if there is no sidewalk? Why do we have school policemen? How can the safety patrol help us? What are some of the hazards we should watch for?

Safe practices in riding bikes to school. I'll ask: What size bicycle should we ride? What is a safe bicycle? What side of the street do we ride on? What is the best way to get across busy streets? Where should the bicycle be parked?

Best safety practices to observe as a passenger in a car. I'll ask: Which side of the car do we get out on? Where should parents stop, or park?

One way to gain pupil participation is to put up a large map of the school district and have pupils locate the school on the map. Each child locates his own home as well. Next we find all busy streets and intersections. Then each child is given a small map to take home, where he asks parents to help him decide the safest route to and from school. When the route has been decided, parents sign the map and it is returned to the teacher, where follow-up is made.

MRS. CATHERINE B. FREDRICHS
Horace Mann School
Washington, D. C.

The first and most fundamental safety lesson I will teach my first graders is how to come to school and return home safely. I will do this, first, by introducing our safety patrol officers, so that the children may know them and have respect for their authority as representatives of the traffic policeman. Next we will take a walk around our school with a patrol leader, noting stop signs, traffic lights, street markings at crossings, and discussing the reason for such traffic aids. We will also have a lesson on crossing the street at the corner with the patrol leader's help and direction.

Next we will draw pictures of the way we come to school (either by walking, riding in a car or bus.) We will then discuss safety rules for each of these methods, plus the safe way to enter and get out of cars and busses. We will also make a map of our school community, allowing each child to make his home and place it on marked streets in relation to our school. We will then chart the safest route for each child who walks to arrive at school and return home.

The children will also learn some safety songs and poems. We will dramatize an original safety game or play a game called "Traffic Court." Finally, we will make a large class "safety first book."

The book will include our original traffic safety stories, traffic safety poems, pictures about traffic taken from newspapers and magazines. We will add to and refer to this class book throughout the year.

MRS. JEAN LOVE
Frances E. Willard School
Pasadena, California

The first morning of first grade is for many children a completely new and rather frightening experience in being responsible for themselves. They respond eagerly to help in three new situations confronting them:

First, it is easy to stimulate discussion on safety when walking to and from school, with the children asking questions and giving their own ideas. Showing large, colored safety pictures makes the discussion more realistic and vivid. Out of this come a few simple rules which can be listed on a chart and which the children illustrate. The class can then walk to a nearby intersection and put into actual practice such rules as looking both ways before crossing the street, watching the signals, walking between white lines, walking instead of running.

Second, children should be helped to feel individually responsible for safety on the school grounds. Cooperative discussion, followed by practical demonstration of how to use apparatus, provides a start. For example, demonstration of safest use of swings would include the proper way to sit and hold on with both hands, where to stand while waiting a turn, and importance of slowing up before starting to get off.

Finally, children should become aware of and accept fundamental safety rules of the classroom . . . walking instead of running, watching where they are going, sitting with all chair legs on the floor, pushing chairs in when they get up, keeping their feet out of aisles, and carrying pencils and scissors properly. Thus they gain a sense of responsibility for their own safety and that of classmates.

Why Do They Die?

by Jennie Spadafora

Statistical Division
National Safety Council

DURING the last several years the National Safety Council has been saying "Two out of five children who die are killed in accidents." Official figures for 1950, which recently became available, unfortunately do not change this statement; they only verify it.

The National Office of Vital Statistics recorded a total of 26,138 deaths from all causes in 1950 among persons five to 19 years old. Of these, 10,719, or 41 percent, were caused by accidents. In 1949 accidents caused 38 percent of the deaths in this age group.

In 1940 accidents were responsible for 28 percent of the fatalities in this age group. This does not mean, however, that accidental deaths increased in number over the ten-year period 1940 to 1950. In fact, they decreased from 12,258 in 1940 to the 1950 total of 10,719*. The greater importance of accidents in 1950 was due to the large decrease in deaths from nonaccidental causes—from 32,163 in 1940 to 15,419 in 1950*.

The second cause of death in 1950 among persons five to 19 years old was cancer with a total of 2,475. Tuberculosis was third with 1,230 deaths, followed by heart disease with 1,101 deaths.

The table on page 24 gives the 1950 record for some important and well-known causes of death for each five-year age group from five to 19 years. The death totals indicate roughly the relative size of the death rates, since the populations of the three groups were similar.

Among children five to nine years of age, cancer was the second cause of death, followed by pneumonia. However, deaths from accidents were more than twice as numerous as deaths from cancer and pneumonia combined.

Cancer, with 652 deaths, ranked next after accidents as a cause of death among children 10 to 14 years of age. Heart disease, the next most important cause, was responsible for 309 deaths. Accidents, however, caused approximately four times as many deaths in this age group as cancer.

The leading fatal disease among young people 15 to 19 years of age was cancer with 840 fatalities. There were 790 deaths from tuberculosis, the next most important cause, and 594 from heart disease. Again, accidents were the outstanding cause of death, accounting for more than twice as many deaths as the three leading nonaccidental causes combined.

Over the past 10 years, medical science has proved its effective power among school children five to 14 years old. In 1940, nine out of 100,000 of these children died of pneumonia and influenza; in 1950, only three out of 100,000 died of these diseases. In 1940, six out of 100,000 died of tuberculosis; in 1950, fewer than two. In 1940, eight out of 100,000 died of appendicitis, and eight of heart disease; in 1950, only one out of 100,000 died of appendicitis and two of heart disease.

In 1940, 29 out of 100,000 children five to 14 years old died of accidents; in 1950, 23 . . . an improvement of 21 percent. Although progress in accident prevention work has been slower than in the field of disease prevention and cure, the record indicates that progress can be made in this field and, with sufficient effort on the part of all of us, the favorable trend may continue and increase.

**The 10-year changes reflect both the changes in accident and disease experience and the changes in methods of death classification resulting from the 1948 Revision of the International List of Causes of Deaths. However, inspection of the data for individual titles used in this comparison indicates that—for these age groups the classification changes were not important.*

SOME IMPORTANT CAUSES OF DEATHS IN THE U.S. AT SCHOOL AGE, 1949 AND 1950

Cause of Death	5-9 Years			10-14 Years			15-19 Years			TOTALS: 5-19 Years		
	1950		1949	1950		1949	1950		1949	1950		1949
	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths	Number of Deaths	Per Cent of Deaths	Per Cent of Deaths
Accidents (all types)	3,004	37	34	2,515	39	36	5,200	45	42	10,719	41	38
Cancer, inc. leukemia and aleukemia	983	12	10	652	10	9	840	7	7	2,475	9	8
Tuberculosis (all forms)	221	3	3	219	3	3	790	7	9	1,230	5	5
Diseases of the heart	198	2	2	309	5	5	594	5	5	1,101	4	4
Pneumonia (all forms)	408	5	5	242	4	4	266	2	2	916	4	3
Acute poliomyelitis	342	4	6	260	4	6	182	2	3	784	3	4
Congenital malformations	345	4	4	230	3	3	198	2	2	773	3	3
Nephritis and nephrosis	219	3	3	187	3	3	315	3	3	721	3	3
Rheumatic fever	193	2	3	253	4	5	200	2	2	646	2	3
Homicide	65	1	1	68	1	1	420	4	4	553	2	2
Appendicitis	126	2	2	116	2	3	128	1	1	370	1	2
Suicide	1	*	*	37	1	1	283	2	2	321	1	1
Complications of pregnancy, childbirth, puerperium	0	*	*	16	*	*	284	3	3	300	1	1
Diabetes mellitus	57	1	*	79	1	1	126	1	1	262	1	1
Vascular lesions affecting central nervous system	58	1	1	55	1	1	113	1	1	226	1	1
Meningitis, except non-meningococcal	91	1	1	53	1	1	50	*	*	194	1	1
Meningococcal infections	81	1	1	44	1	1	39	*	*	164	1	1
Influenza	71	1	1	50	1	*	60	1	1	181	1	1
Diphtheria	99	1	2	16	*	*	6	*	*	121	*	1
All other causes	1,588	19	21	1,056	16	17	1,437	12	12	4,081	16	17
All Deaths	8,150	100%	100%	6,457	100%	100%	11,531	100%	100%	26,138	100%	100%

Source: National Office of Vital Statistics.
*Less than one-half of one per cent.

National Safety Council 425 N. Michigan Avenue • Chicago 11, Ill.

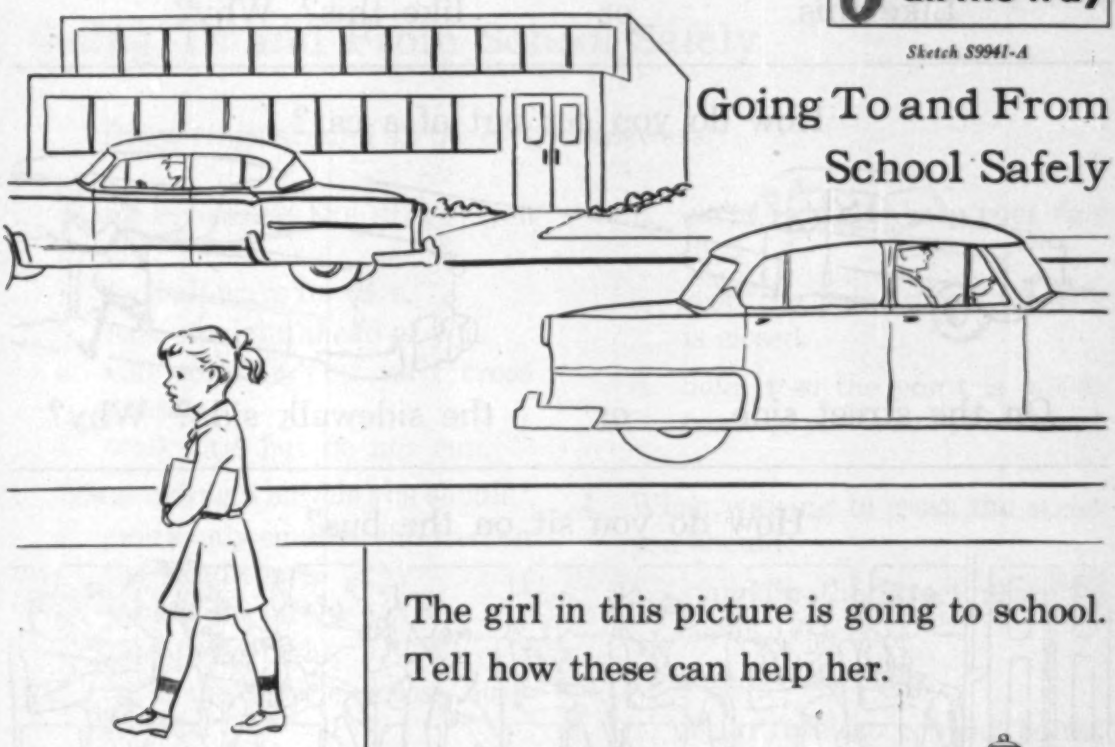
Lower Elementary

SAFETY LESSON UNIT

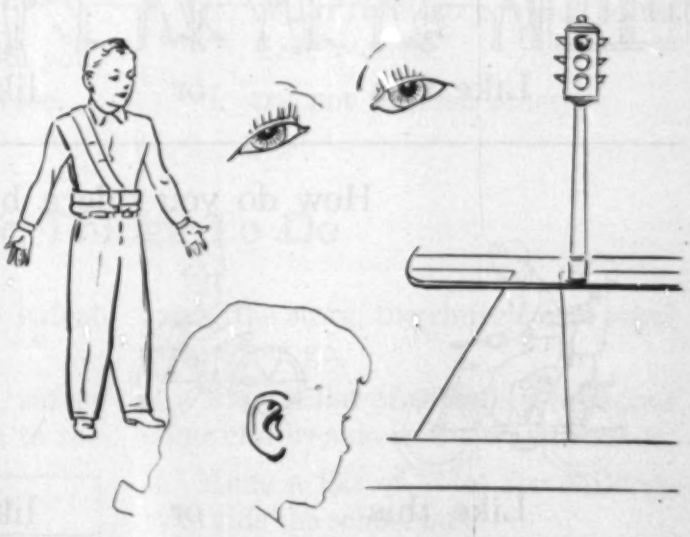
September • 1953

Sketch S9941-A

Going To and From School Safely



The girl in this picture is going to school. Tell how these can help her.



Something To Do:

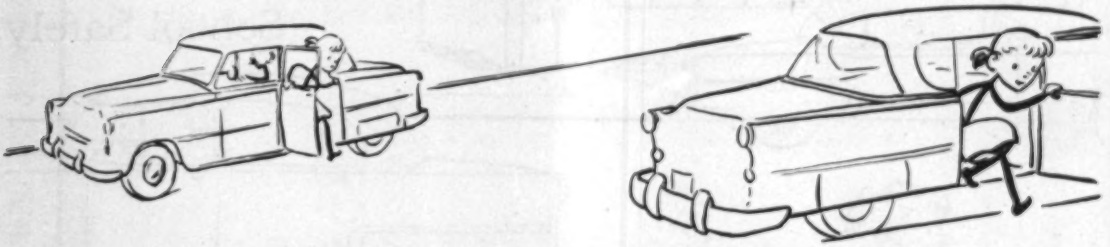
Make a picture of your school. Show how you cross the street safely.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

How do you cross the street?

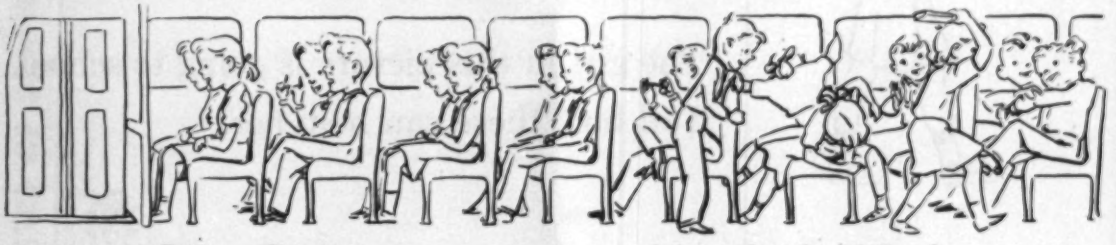
Like this or like this? Why?

How do you get out of a car?



On the street side or the sidewalk side? Why?

How do you sit on the bus?



Like this or like this? Why?

How do you ride a bicycle?

Like this or like this? Why?

Make rules for the pictures on this page.

Upper Elementary

SAFETY LESSON UNIT

September • 1953

Sketch S9941-A

Going To and From School Safely

Draw rings around all the correct answers.

1. When crossing the street you should:
   a. look all ways for cars.
   b. look straight ahead of you.
   c. run so that you will cross quickly.
   d. walk fast but do not run.
2. When riding a bicycle you should:
   a. carry only smaller children on the handlebars.
   b. keep to the left.
   c. keep to the right.
   d. walk the bicycle across busy streets.
3. When carrying an umbrella you:
   a. carry it high so you can see.
   b. carry it low to keep your face dry.
   c. keep the point down when it is closed.
   d. hold it so the point is out in front of you when it is closed.
4. When waiting to cross the street you should:
   a. stand in the street near the curb.
   b. stand on the curb.
   c. get in front so you can be the first to cross.
   d. try not to push others.

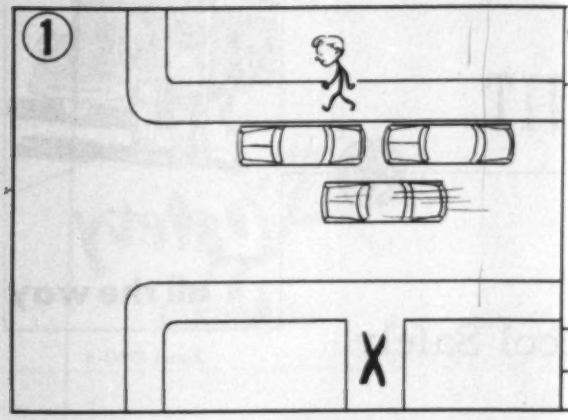
Some Things To Do

1. Make a map showing the safest way for you to go to school.
2. Make maps showing the safest way for you to go from home to the park, the store, the church, and other places you go.
3. Make a list of unsafe things that some children do on the way to school.
4. Make a list of rules for children who ride the school bus.

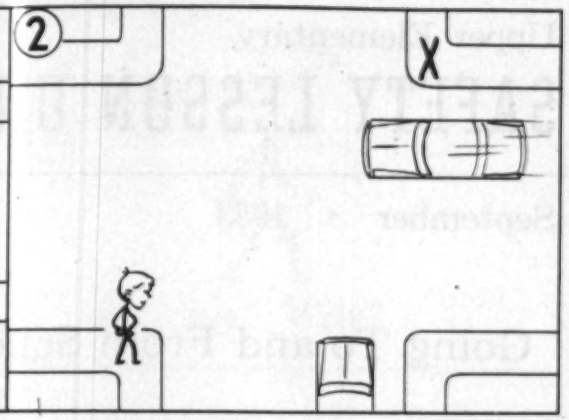
Answers: 1: a, d; 2: c, d; 3: a, c; 4: b, d.

Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

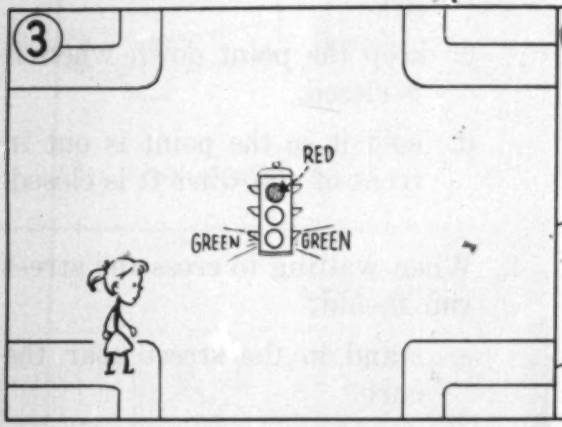
Picture Problems



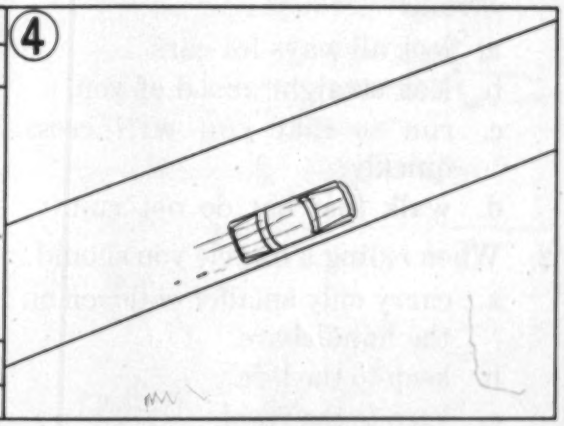
The X is on the school side walk. Draw a line showing the way the child should go to school.



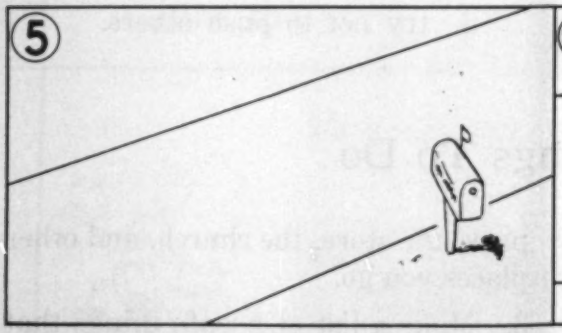
The boy on the corner wants to cross to the place marked X. Draw a line showing the way he should go.



Draw a line showing the safe way to cross when the traffic light is like this.



There is no sidewalk. Draw a boy walking the same way as the car. Which side of road should he be on?



Show where children should stand while waiting for the school bus.

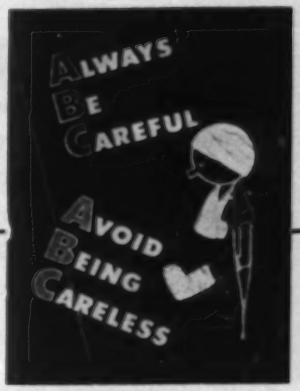
The child getting off the bus lives across the road. Draw a line showing the right way for him to cross.

Answers: 1. Cross at the intersection on the crosswalk, not from between parked cars. 2. Cross on crosswalk, not diagonally. 3. Cross when light facing you is green. 4. Walk on left side of road facing traffic. 5. Keep off the road while waiting for the school bus. 6. Cross in front of the school bus.

High School

SAFETY LESSON UNIT

September • 1953



Sketch S9942-A

KILLER NO. 4

How Serious Are Accidents?

Were you ever in an automobile accident?

Were you ever in a fire?

Were you ever injured seriously?

Compile the total responses for the class. What per cent have been in an accident? What per cent have been in a fire? What per cent have been injured seriously?

Have any members of your family been injured or killed in an automobile accident or as a pedestrian?

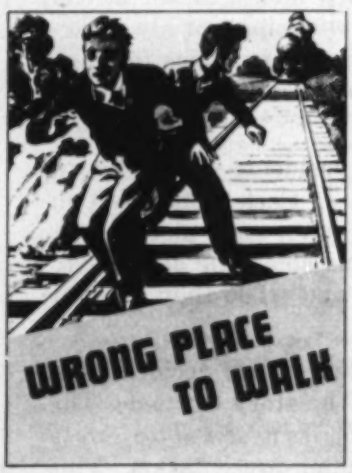
Have any members of your family been in a fire?

Have any members of your family been seriously injured or killed?

Determine the percentage of the families of class members involved in each category.

THE 1950 ACCIDENT TOTALS CAN BE FIGURED AT THE FOLLOWING RATES: ONE DEATH EVERY SIX MINUTES, AND ONE INJURY EVERY FOUR SECONDS.

If this same rate applies this year, how many people will be killed and injured during this class period? How long would it take to wipe out your city or town?



Assuming that this class is typical:

How many members of this class will be injured this year? in ten years?

How many members of this class will be killed this year? in ten years?

What Are the Causes?

Break the class into groups of six. In each group, have each member describe the worst accident he has had and the worst accident he has seen. Have the group identify the cause in each incident.

Ask each group to report the 12 causes of the accidents reported in that group. List the causes from all groups on the blackboard where the entire class can see.

Identify the causes that could have been eliminated? What percentage of unnecessary accidents did you find?

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

What Can Be Done?

According to the National Safety Council, the four principal classes of accidents are: motor-vehicle, public non-motor-vehicle (drowning, falls, etc.), home, and occupational. Divide into four groups—each group selecting one of the foregoing categories of accidents. Then through use of the library, resource people in the community, correspondence, and other means, find out the causes of accidents in each category and develop a bibliography of material available in your school for further study. Determine what can be done to prevent accidents in each category.

What Can You Do To Help Others Become More Safety Conscious?

Using the material you have secured, plan a safety program for the school assembly or for presentation to another class. Each committee should feel free to devise its own method of presentation. Agree on a certain time limit for each group. See which committee can do the best job! See the program suggestions below.

SUGGESTED PROGRAMS

For Classroom or Assembly Presentation

1. A demonstration by an expert on how to use various safety devices.

2. A visitor asking a hospitalized person, "How did it happen?" Skillful questions by the visitor can bring out the true cause of the accident.

3. A quiz game, with audience participation, as to the various danger areas in the home and how to overcome them.

"Pride goeth before a fall."

4. A "speaking" calendar—each month of the school year represented by a student with appropriate make-up and costume—explaining the safety topics for each month. See the May, 1953 issue of SAFETY EDUCATION for a list of the topics.

5. Two or three pictures of accidents shown by an opaque projector to the audience. Each picture left on the screen for thirty seconds. After each picture, ask the audience pertinent questions about the accident to find out how much they saw and what they thought was the cause of the accident.

6. Write a dramatic description of an accident and present it by choral reading. The story entitled, "The Child Killer" in the March, 1953 issue of *Public Safety* would be excellent for verse choir presentation. This publication can be secured from the National Safety Council.

Views AND REVIEWS

SAFETY TEACHING AIDS

"How To Drive Better and Avoid Accidents," by Paul W. Kearney, is published by Thomas W. Crowell Company, New York, 1953. The book is reviewed here by A. E. Florio, Associate Professor, School of Physical Education, University of Illinois.

ONE of the many difficulties in combating our present traffic accident problem is to convince licensed drivers that they are not experts, and that they could improve themselves by learning new driving techniques and improving the ones they already possess. Most of our present literature in reference to driving or learning how to drive is primarily in textbook style which does not appeal to those already driving.

Paul W. Kearney has now done an admirable job by giving us some of the things we already know in a new, refreshing style. This reviewer, in the past seven years, has had the opportunity to analyze and study rather carefully the latest materials in the area of driving education and traffic safety and it would take more than just professional curiosity to sit down and spend an evening reading a book that deals with traffic knowledge, how well do you know your car?, sportsmanship on the highway, vision, driving ahead of your car, drinking and driving, speed, skidding, fire, physical condition, aptitudes and attitudes, and techniques of touring.

The style Mr. Kearney has used kept my interest throughout the entire book. The experiences used to illustrate many points were particularly outstanding. The author used not only his own experiences but those of individuals who have been nationally known. His discussions with Wilbur Shaw in making comparison of driving with various sport activities was particularly enlightening. For example . . .

"Using your horn wantonly is just like intimidating an infielder with your spikes on the base paths—lousy sportsmanship and poor judgment."

The book would be of material help to the driver education teacher as it contains many *new* teaching or coaching illustrations that would enrich an instructor's present teaching techniques. The book would not be quite appropriate for use as a high school text, but there should be reference copies in every high school library.

A. E. Florio

THE 1953-54 edition of the NATIONAL DIRECTORY OF SAFETY FILMS was published in June. It contained descriptions of nationally distributed safety films available from more than 200 sources. Among the more than 900 16mm motion pictures and 35mm sound slidefilms listed, some 100 are useful in the school safety program.

In order to bring you the latest film information between editions of the Directory, *Safety Education* will list new films as they are released.

First Aid: Fundamentals (16mm sound motion) black & white or color. 11 min. Production date, 1953. This introductory film for high school students covers treatments of skin wounds (cuts, scratches, punctures), burns, sprains and bruises. It also introduces the new back-pressure arm-lift method of artificial respiration. Source: Coronet Instructional Films, 65 E. South Water St., Chicago 1, Ill. Availability basis: preview, purchase.

The Human Body: Skeleton (16mm sound motion) black & white or color. 11 min. Production date, 1953. The purpose of this film is to explain the most important parts of the human skeleton, especially in terms of action and coordination, to students of first aid. Through the use of a fluoroscopic technique the complexity and operation of the system are shown. Source: Coronet Instructional Films, 65 E. South Water St., Chicago 1, Ill. Availability basis: preview, purchase.

ABOUT THE SEPTEMBER LESSON UNITS

September lesson units begin on page 25, are shown as Lower Elementary, Upper Elementary, and *High School* units. This is a departure from usual custom *for this month only*, inasmuch as the Junior and Senior High units for September give a general overview of accident hazards for all teenagers, are identical in treatment. In all remaining months of the school year high school lesson units will be individually prepared for Junior and Senior High levels.

Just as in many other communities, Medford, Oregon, honored boys and girls of the school safety patrol before the close of the last school year. Their party was a dinner at a downtown hotel, with 76 members of safety patrols from four public and one parochial elementary school as guests. Each boy or girl received a National Safety Council pencil from Mayor Flynn.

facts . . . not fancy . . . from Accident Facts, 1953

The 1952 accidental death toll was approximately 96,000, or 1 percent more than the 1951 death toll of 95,500. Accidental injuries numbered about 9,600,000, including 350,000 which resulted in some degree of permanent impairment . . . ranging from partial loss of use of a finger to blindness or complete crippling.

Present indications are that in 1952, as in earlier years, accidents were the fourth most important cause of death, exceeded only by heart disease, cancer, and vascular lesions of the central nervous system. Accidents were the leading cause of death among persons 1 to 35 years old (according to the latest detailed information, 1950). Among males alone accidents ranked first from age 1 to age 37.

The most important types of accidents in 1952 were motor vehicle accidents and falls, with 40 percent and 21 percent, respectively, of the death total. Fire burns and injuries associated with conflagrations caused seven percent of the deaths, and drownings another seven percent.

These facts are taken from the condensed version of 1953 *Accident Facts,* which version is available free in single copy form to anyone who will send a stamped, self-addressed envelope to the Council at 425 N. Michigan Avenue, Chicago 11, Illinois, requesting "Condensed Accident Facts." The complete edition of *Accident Facts,* 1953, is a 96-page booklet packed with statistics . . . with the facts on where and how frequently accidents occur in schools, homes, on farms, or elsewhere. The complete version is not free nor is it, as in the past, sent automatically to schools as part of Council membership. Instead it must be ordered separately; cost, however, is only 75c.

patrol pen pals . . .

One way to broaden the interests and widen the geographical horizons of young people in your school safety patrol would be to suggest they write to fellow safety patrol members in Durban, South Africa. Last spring the road safety association of that area re-commenced setting up road safety patrol clubs in their schools, wrote to the National Safety Council to suggest that patrol members in the two countries become pen pals.

Initial letters should be addressed through H. Salvage, Secretary-Treasurer, Durban and

BULL

At left: Dr. Sidney Birnbach, health teacher at Gorton High School, Yonkers, New York, points out to Robert Minnerly, 1953 class president, the drivers pledge distributed to all seniors before prom night last June. Part of the three-point plan worked out last spring to cut auto accidents after the senior dance, the pledge would be just as effective for students driving to school football and basketball games in the months ahead.

At right: Slightly more than a year ago school boys of Santiago, Chile, were organized into that nation's first school safety patrol. Under auspices of a local electric company and the Lions Club, selected boys in upper grades were trained in patrol and first aid measures, outfitted as you see them here. These pictures of the patrol boys on duty came from the Director of Schools and the Instructor of Safety for Santiago.

District Road Safety Association, 71-75 National Mutual Bldgs., Smith Street, Durban, South Africa.

resource file . . .

Columbus, Ohio, public schools have set up a safety education resource file for use by teachers. Into the two inside pockets of a stiff manila folder they have placed a summary of pupil accidents, helpful material on school safety patrols, games and sports, and fire prevention. Also in the folder are detailed studies of learning activities at, separately, the elementary and high school levels, with suggested programs for the teacher to use as is or as springboards to other safety activities in the classroom. Finally the folder presents a complete file on school emergencies and first aid. The front cover is colorfully labeled "Safety Education" in large red letters that should make the file stand out in any teacher's drawer.

NEWS

PATROLS, PLEDGES, POSTERS

traffic engineering course

The graduate division of New York University's College of Engineering will offer a course in traffic engineering during the first semester of the 1953-54 academic year. Classes begin late in September, will be held one evening a week for 15 weeks at the University Heights campus in the Bronx.

Intended primarily for persons holding undergraduate degrees in civil engineering, the course may be taken as part of a program leading to an advanced degree or as a single course by a qualified special student.

school patrol boy honored as hero

David W. Benn, a 12 year old school patrol boy of Falls Church, Virginia, has been awarded a heroism medal for having risked his life to save that of a friend.

The medal was awarded by a large insurance company for David's action last October while on patrol duty. The boy, whose mother is a

teacher at the school he attends, was guarding a busy intersection as David Chapman, 10, was riding his bike to school along the graveled area at the side of the highway.

The wheel of the bike struck a small stone. The Chapman boy fell into the street, with the bike on top of him, and into the path of an oncoming bus. Without hesitation or regard for his own safety, David Benn rushed to the fallen boy, pulled the bike away and helped him out of the street.

on the spot . . .

Students of Gooch School, Melrose, Massachusetts, learned about safety at railroad crossings last spring, then turned their new knowledge into on-the-spot reminders for fellow townsmen. Grade one students of the school had a field trip to the local railroad station, heard the station master expound many interesting facts about train travel and railroading. Back in the classroom, they made posters about railroads, with three of the students concentrating on the theme of signs and signals for safety. Later the posters were hung in the station, where commuters paused to admire, and to be reminded to cross with care.

Borgerson Is Administrative Deputy to Michigan Supt. of Public Instruction

Norman E. Borgerson, a director of the National Safety Council and a member of the School and College Conference, became Administrative Deputy of the Michigan State Department of Public Instruction July 1. The appointment was announced by Clair L. Taylor, who took elected office as Superintendent of Public Instruction for the State of Michigan on the same date.

In the same action by Taylor, Edgar L. Grim was appointed Deputy Superintendent for Instruction. The appointment of the two deputies was authorized by an act of the Michigan legislature and recommended two years ago in a "little Hoover commission" proposal on organizational changes in the agency.

Prior to July 1, Borgerson had been Assistant Superintendent of the Department for a period of seven years. A graduate of Michigan State Normal College, Ypsilanti, he joined the Michigan State Department of Instruction in 1936, since then has occupied several administrative positions dealing with school finance, construction and administrative services. He has been a leader of the Michigan program for establishing driver training courses in high schools.

IT MAY have been a routine evening. It may have been a record unmatched in the annals of the Evanston Hospital past, present and future. Perhaps the fact that it was May and spring was bubbling over

Why teach safety? The
restated for me one quie

had something to do with it. But I'm inclined to believe it could have happened as well in any season. Only the immediate causes of particular accidents might have been different; the total picture would, I think, have been the same.

At any rate, routine or exceptional, these are the cases which I witnessed in the emergency waiting room of this one small Chicagoland hospital in a period of just over two hours one early evening, last spring.

A boy about nine years old was applying a cold cloth to a large black and blue bump on his forehead. He had actually done what so many people say they have done . . . walked into a door.

Next to him sat a third grade girl with a long splinter under her nail. She had been opening the drawer of an old dresser . . .

A four year old boy had a broken collar bone. His mother said he went out to play after dinner and came in crying. She thought, before the X-rays, that she had been absurdly cautious in bringing him to the hospital.

A cute little fatty in the early elementary years had a wound on the back of her head. Her back yard swing, apparently improperly erected, had collapsed.

Q essaying safety

The Father's Association of Broad Ripple High School, Indianapolis, conducted a successful safety campaign last spring, encouraging students to write essays and prepare posters on safety. The students, in turn, applied their previous safety lessons not only to themselves, but also to their families, emphasized care at home as well as on the street.

Said first place winner Harold Atherling,

An upper elementary boy had stepped on a rusty nail.

Another, older, boy had . . . somehow . . . thrown a knife through the foot of his younger neighbor.

answer is probably obvious. But it was vividly
evening in a community hospital,
behind the door of the . . .

One very small boy, under three, had his baby teeth bashed in. I wondered if his physical trauma was any greater than the emotional trauma of his sister, who had swung a baseball bat just as he rode by on his trike.

The teen-age boy was more philosophical about his troubles. Still, he *had* torn a fingernail off when he caught it in the screen door.

Two adult "victims" made up the quota of 12. One was a young mother who had stubbed her toe and broken it. The other . . . lest you think teachers are immune to accidents . . . was a kindergarten teacher who had broken her right hand, gouged her left hand and bruised both elbows and knees earlier that evening. She'd fallen when stepping on gravel which encroached on a concrete pavement. And she had been carrying playground equipment to put away when she fell.

There you have it. According to your viewpoint, simply a quiet spring evening in a quiet suburban hospital . . . or an object lesson in the "why" of teaching safety!

Vivian Weedon is Curriculum Consultant of the National Safety Council.

discussing the auto as a "part time killer": "an automobile is 2,000 pounds of steel with the power of almost 200 horses. Placed in the right hands, it is a useful instrument of work or pleasure. But placed in wrong hands, it can be a deadly and merciless killer."

Second place winner Sally Risk revealed that her family had made safety a must in their home . . . but not until after her mother tripped on a pair of shoes and fell down stairs. Patty Miner's discussion of the "it can't happen to me" attitude won her third prize, while Joyce Ann Cox resorted to the cookbook for the theme of her fourth place essay: recipe for safety on the highways. The ingredients: one car in good condition, one wide-awake driver who knows the rules of the road, a sprinkling of common sense, a dash of courtesy, one drivers license, one pair of eyeglasses if eyesight is poor, one pinch of humor, one cup of moderate speed, one teaspoon of hand signals . . . and omit all liquors.

Lights For The Night Riders

You might not see the girl at night . . . but the reflector tape will pick out the bike outline in your headlights.

ANY adult who has ever driven at night has probably gone through the experience of having to jam on the brakes or swerve sharply when a bicyclist riding without lights or reflectors looms up in the road ahead.

Recently, officials of Roosevelt School at Union City, New Jersey . . . with the assistance of the PTA and local police safety officials . . . made the bikes of children in their school safer for night riding in a one-day operation.

That day more than 260 children in the upper elementary grades and junior high school rode their bikes to the school yard to be equipped in a light-a-bike campaign. But first the youngsters parked their wheels, met in the auditorium to hear instructions on safe bike riding from Union City's director of safety patrols.

It was only after they had thus been reminded that most of the responsibility for cycling safety, night or day, rested with themselves, that the New Jersey youngsters trooped back out to the school yard. There, with PTA mothers assisting, strips of reflector tape were applied free to front and rear fenders, to handlebars and to forks of the assembled bikes.

Said Harold Hainfeld, Roosevelt teacher in charge of the program, "Taping bikes is an inexpensive safety measure . . . about 10 cents per bike. Funds for your project can come out of the school safety program. Or you can, as we did, request assistance from your PTA or other civic or community organizations. If you are responsible for safety education activities in your school or school system, request funds for the bike safety of your students. This project can save lives in your community."

Not long after Union City completed its project, the city of Janesville, Wisconsin entered into a similar program. But the project in Janesville went one step further, made free taping of local bikes the reward for child and parent cooperation with the city's three way program to reduce bicycle accidents.

The Janesville program originated with Ralph E. Gunn, juvenile judge. He began by calling together representatives of all civic organizations, along with public and parochial officials.

Continued on page 38

STOP!

IT'S TIME TO CHECK YOUR SAFETY PATROL

Properly uniformed to command attention, this patrolman is ready to perform the vital task of protecting your children. Cap, patrol belt, and identifying arm-band are all quickly recognized symbols of authority, make his job easier to perform.

(1) OVERSEAS CAPS No. 80
Inexpensive Caps that will lend dignity and uniformity to your patrol. Made of top quality Gabardine, with leather sweatbands. Trimmed with contrasting color Braid.

(2) WHITE WEB BELTS No. 100
Widely used White Web Patrol Belt made of 2" heavy quality webbing, two piece nickel rustproof buckles and pronged toggle.

PLASTIC PATROL BELTS No. 110
New all plastic belts. Available in either white or yellow.

(3) HIGH VISIBILITY ALL RUBBER RAINCOAT SETS
Available in white, yellow and black. Personalized with your Insignia.

(4) RUBBER BOOTS AND OVERSHOES
Protect the Health of your youngsters. Keep patrol members' feet dry with Rubber Boots or Overshoes.

OTHER GRAUBARD PATROL EQUIPMENT

- **CORPORAL DIGBY — *The Original Safety Sentinel***
  An ideal traffic standard used by schools and communities from coast to coast. Protects school approaches and busy nearby intersections.
- **TRAFFICONES — *Are Made of Collapsible Rubber***
  Many large school systems are now using the BARRICADE TRAFFICONE with its PILOT ADAPTER SIGN exclusively, to show the motorist what to do and to safeguard students.
- **SCHOOL TRAFFIC STANDARD — *Safeguard All Crossings***
  Tells the Motorist to use his brakes and give the children a break.

WRITE FOR CATALOG

GRAUBARD'S

"America's Largest Safety Patrol Outfitters"

206 Mulberry St. Newark 2, N. J.

BIKES AT BATTLECREEK

June 10 Battle Creek, Michigan, merchants staged their annual Bike Safety parade. The parade is highlight of a year-round city bike safety program. Organized under a city police sergeant, the year's program includes safety films, talks on safe riding as well as care of the bicycle. Then in May all bikes are inspected for safety, thus qualifying them for entry in any of five "decorated" parade sections, to vie for prizes.

To the parade this year came five members of the cast of Super Circus, to delight the children and bestow 20 awards for the best decorated bikes. Quite a few riders had festooned their wheels in the safety theme . . . one little girl actually appeared as in the drawing at right. At left: one of the prize winners with her new bike, enjoying her moment on stage with Scampy. Also attending from TV's famed show were Claude Kirchner, Mary Hartline, and the three clowns.

These citizens worked out, first, a general educational safety program in all the schools through the junior high level.

Then, feeling that the time had come for parents to accept responsibility for the youngster riding a bike on busily travelled streets and highways, the Janesville committee had printed up a child-parent bicycle pledge. Sized for carrying easily in wallet or pocket, the safe bicycling pledge exacted a promise from the youngster to obey the specific cycling rules stated on the card . . . and from his parents to cooperate in enforcement of these same rules. It was to be signed by both the parent and the child, then taken to the bicycle inspector.

Upon the operator's presentation of the signed pledge, the Janesville inspector would go over the child's bike according to the check list on the back of the pledge card. It was . . . and is . . . only if and when this third phase of the program had been completed, that the Janesville Junior Chamber of Commerce would attach the reflector tape to the bicycle without charge to the young owner.

Inspections have been similarly important in the bicycle safety campaign conducted in many of the public schools of Baltimore. In this city the campaigns have been lead by youngsters themselves, predominantly by students of Patterson Park high school, who operate under the motto: "Bicyclers of today are the automobile drivers of tomorrow."

Under this project each Baltimore school has been visited several weeks prior to a chosen inspection day and the student body told about the work being done. Films are shown. Meanwhile, the Patterson safety group meets with the faculty of the school and the faculty selects members of its own student body to assist in their school inspection. In the weeks ahead these students are divided into sections and each section is separately taught how to "inspect"

registration, seat-adjustment, horns-headlights-reflectors, handle grips and handle bars, brakes and guard sprocket adjustment, pedals and chain guard, spokes and wheels, and proper inflation.

On inspection day, booths or tables are set up on the school grounds or in the gym. Signs direct pupils to each phase of inspection on his bike. Once his bike has passed all tests, he is given a membership card to the Safety Club of Baltimore and strips of reflecting tape are attached to the front and back of his wheel by a member of the city's Optimist Club.

A reader wrote recently to ask us: Are bike lighting projects (with reflector tape) helping to reduce cycling accidents? No statistics are available. And surely the figures on only three communities even if available, would still not be adequate proof that small strips of reflective tape, as additions to so-important head and taillights, will reduce bike fatalities on the nation's streets and highways. But, more and more, information comes our way of such taping campaigns being conducted in cities across the country, usually under the sponsorship of the schools themselves, chambers of commerce, or local clubs and safety organizations. Certainly it is worth trying . . . especially when the program is tied in with inspections plus reminders of or, better yet, pledges to safe riding by the youngsters and their parents. Then, in the words of the *Hudson Dispatch,* editorializing on the Union City program, bike lighting with reflector tape may well prove an "effective movement to protect cyclists and (provide) greater help to motorists."

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Portable Hot Food Liquid Carriers:** Providing a means by which hot foods, soups, and beverages can be prepared in a central location under one supervision and distributed hot, miles from the kitchens is described in a four-page pamphlet. Vacuum Can Co.

2. **Playground Equipment:** Catalog of recreational and playground equipment of all types for parks, public grounds, or gymnasiums. Features a variety of swing sets, combination slide units, steel tennis nets, park benches, etc. American Playground Device Co.

3. **How to Reduce Playground Injuries:** Brochure describes "Parafall" a cushioning material developed for playground areas. Helps prevent severe injuries by falls on unyielding surfaces. Southern Chemicals, Inc.

4. **"Safe Exit":** Information on new "Safe Exit" film. Ideal for use in school training program or PTA meetings. No charge to show the film. Vonnegut Hardware Co.

5. **Use of Mercurochrome for First Aid:** Literature tells of the practical uses of mercurochrome, at home or in school, as an antiseptic in first aid treatment of minor wounds. Hynson, Westcott & Dunning, Inc.

6. **Educational Films:** 1952-53 catalog lists standard and recent educational releases. Designed to correlate with the curriculum, this catalog describes the beneficial use of films and gives suggestions for planning audio-visual program. Encyclopedia Britannica Films, Inc.

7. **Safety Patrol Equipment:** New 1953 catalog describes and illustrates company's line of safety patrol equipment. Featured are Sam Browne belts, caps, badges, raincoats, safety sentinels, trafficones, and many other safety items. Graubard's, Inc.

SAFETY EDUCATION SEPTEMBER, 1953

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

Name.....

Title.....

School.....

Address.....

City.....

Aids to First Aid

American National Red Cross recently announced a group of 27 first aid instruction charts, 28"x40", ideally designed for use in schools. Four of the charts are full color anatomical paintings, four are devoted to safety and the importance of first aid training in safety education. Two charts in full color identify poisonous plants and snakes. Two pictorial charts illustrate transportation methods and artificial respiration. Fifteen topical charts present essential facts on familiar first aid subjects. Is first aid instruction in schools worth the time and effort? Two positive "yesses" would have been voiced from opposite ends of the country had you asked that question last May. That month, in Baltimore, an elementary school lad put into practice the skills learned in a first aid class to save a younger boy's life. And in Montana the same month, a school superintendent revived one of his charges with artificial respiration methods he had learned in order to teach first aid to school bus drivers.

In the Maryland case a school boy heard cries while delivering papers, found a small child lying beside railroad tracks, the lower part of his right leg completely severed. The school boy used his paper strap as an improvised tourniquet to stem the flow of blood. In Montana a student fell into the icy waters of a swollen creek during the school picnic, stayed under water seven minutes before he was brought out and the school superintendent could begin the artificial respiration which saved the young boy's life.

MORE HELP FOR YOUR BICYCLE SAFETY PROGRAM

Looking for helpful ways to emphasize bike safety in your school during the early fall months? Two publications of the National Safety Council were designed with your campaign in mind.

First is the Bicycle Safety Information Test. It can be ordered from the Council at low cost in quantity. Youngsters enjoy the quiz. Last spring one 12 year old sent his completed test to our Chicago office, enclosed a 3-cent stamp so he could be informed "how many questions he missed." Special note to the teacher of Bobby Clark, Chocowinity, North Carolina: your apt pupil scored 17 out of 18 correct.

Second help is "Sammy Sprocket Says." With pictures and art work this small code book illustrates the correct way to ride a bike in traffic or elsewhere, lists "lucky 13" rules. Copies are available at 12 cents singly, prices reduced as quantities rise.

He Was the Last Man

Pfc. Hector A. Cafferata Jr.,
USMCR
Medal of Honor

Peace is for the strong!
For peace and prosperity save with U.S. Defense Bonds!

IT WAS DURING the Chosin reservoir fighting. Against F Company's hill position, Reds were attacking in regimental strength. The last of Private Cafferata's fire-teammates had just become a casualty, leaving a gap in the defense line. If the enemy could exploit it, they could smash the entire perimeter.

Exposing himself to devastating fire, Private Cafferata maneuvered along the line. Alone, he killed fifteen Chinese, routed the rest, and held till reinforcements plugged the hole.

The Reds hit again. A grenade fell into a gully full of wounded. Private Cafferata hurled it back, saving the men but suffering severe wounds. Ignoring intense pain, he still fought on until a sniper got him.

"If we really want to protect ourselves from the Commies," says Private Cafferata, now retired because of wounds, "we've got to go all out. And one thing all of us at home can do—*should do*—is invest in our country's Defense Bonds. Sure, Bonds are our personal savings for a rainy day. But they're more—they're muscle behind our G.I.s' bayonets, too!"

* * *

Now E Bonds pay 3%! Now, improved Series E Bonds start paying interest after 6 months. And average 3% interest, compounded semiannually when held to maturity. Also, all *maturing* E Bonds automatically *go on* earning—at the new rate—for 10 *more* years. Today, start investing in Series E Bonds through the Payroll Savings Plan; you can sign up to save as little as $2.00 a payday if you wish.

Eye Opener!

When you see this sign, drive slowly... be alert for a child who may be careless. Remember, he's on his way up in the world... and an accident can mean a tragic detour.

GREEN CROSS FOR SAFETY

DRIVE CAREFULLY— the child you save may be your own.